Staff Performance Evaluation Plan Submission Coversheet

SY 2021-22

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

School Corporation Name:	John Glenn School Corporation
School Corporation Number:	7150
Evaluation Plan Website Link:	http://www.jgsc.k12.in.us/uploads/1/0/9/1/10915572/teacher_evaluation_plan_2021.pdf

For the 2021-2022 School Year, we have adopted the following Evaluation Model:

☐ The System for Teacher and Student Advancement (TAP)

☐ The Peer Assistance and Review Teacher Evaluation System (PAR)

☒ RISE State Model

☐ Locally Developed Plan

☐ Other_____

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Instructions:

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

Submission:

Once completed, please **upload this coversheet to DOE Online under Legal Assurance 12 by Friday, September 17.** If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this coversheet as a single PDF.

Annual Evaluations			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate **all** certificated employees, including teachers, administrators, counselors, principals and superintendents	K-2, E, F, G, H, I, J, L
Rigorous Measures of Effectiveness			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	● Observation rubrics - for **all** certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator ● Other measures used for evaluations (*e.g.,* surveys)	B:2-15, E, F, G:6-10, K, I, J

Designation in Rating Category			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	● Definition of performance categories ● Summative scoring process that yields placement into each performance category	A:6-7, B:2-15, E,F,G,H,I,J
☐ A definition of negative impact for certificated staff ☐ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	● Definition of **negative impact** on student growth for all certificated staff ● Description of the process for modifying a final summative rating for negative growth	Section IV, Page 4

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☐ All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	● Summative scoring process that yields placement into each performance category ● Weighting (broken down by percentage) of all evaluation components	A:21-23, D, E, F, G:11, H, J

Evaluation Feedback			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	● Process and timeline for delivering feedback on evaluations ● Process for linking evaluation results with professional development	Section VI, Page 6, TEP; K

Evaluation Plan Discussion			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ Evaluation Plan must be in writing and explained before the evaluations are conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	● Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted ● Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	Section IV, TEP

Evaluators			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	● Description of ongoing evaluator training ● Description of who will serve as evaluators ● Process for determining evaluators	Section V, TEP
☐ Teachers acting as evaluators (*optional*) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	● Description of who will serve as evaluators ● Process for determining evaluators	Section V, TEP, D, K

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	IC 20-28-11.5-5(b) 511 IAC 10-6-3	● Description of ongoing evaluator training	Section V, TEP, A, D, K
☐ All evaluators receive training and support in evaluation skills			

Feedback and Remediation Plans

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	● System for delivering summative evaluation results to employees	D, I:4
☐ Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	● Remediation plan creation and timeframe ● Process for linking evaluation results with professional development	B, D, K:5
☐ Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	● Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	K:5
☐ Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	● Process for teachers rated as ineffective to request conference with superintendent	K:5

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	● Process for ensuring students do not receive instruction from ineffective teachers two years in a row	K:5
☐ The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	● Description of how parents will be informed of the situation	K:5

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John Glenn School Corporation

Teacher Evaluation Plan

Fall 2021

<u>Teacher Evaluation Plan</u>

John Glenn School Corporation puts students first by focusing on the individuals who most strongly influence student learning every day – our teachers. Our teachers are hard-working and devoted to the success of every student. To enhance the teaching-learning process, we support a fair, credible and accurate annual evaluation to differentiate teacher and principal performance, and to support their professional growth.

John Glenn School Corporation has subscribed to the Indiana Department of Education's model evaluation system named RISE. The John Glenn School Corporation's Teacher Evaluation Plan (JGSC-TEP) will:

- **Be Annual:** Every teacher, regardless of experience, will receive meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations will be student-focused. First and foremost, an effective teacher helps students make academic progress. JGSC-TEP includes a thorough evaluation system with multiple measures of teacher performance, and growth data as key measures.
- **Include Four Rating Categories:** JGSC-TEP is designed to identify our best educators. We expect all teachers to perform at their highest level. The JGSC-TEP will identify those teachers who are achieving the greatest success and will provide support to those who are new or struggling.

Evaluation Plan Components

The following components of the John Glenn School Corporation's Teacher Evaluation Plan (JGSC-TEP) fulfill the requirements of Indiana Code. Supporting documents and information to support the evaluation plan follow this overview. In addition, at the end of each section, the resources that give greater detail and clarity are listed.

Section I: Annual Evaluation

- **Annual Performance Evaluation for Each Certificated Employee**
  JGSC-TEP provides for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4).
  Resource E, F, G, H, I, J, K, L

Section II: Objective Measures of Student Achievement and Growth

- **Objective Measure of Student Achievement and Growth Significantly Inform all Certified Employee's Evaluations**
  Information and an explanation of the weighting of student achievement in final summative evaluations and the protocol for including objective measures of student achievement and growth are found in the following resource – Resource A:18-23.

- **Evaluations of Employees Whose Primary Responsibility Is Teaching Tested Subjects will include Student Performance Results from State-Wide Assessments**
  A detailed explanation of how student and school-wide growth data and other state-wide assessments are incorporated into the evaluation plan can be found in Resource A:21-23.

- **Methods of Assessing Student Growth in Evaluations of Employees Who Do Not Teach Tested Subjects**
  Resource A:21-23 and C:4-61

- **Student Assessment Results From Locally Developed Assessments and Other Test Measures are in Evaluations of Certified Staff**
  Resource A:19 and C:4-61

Section III: Rigorous Measures of Effectiveness

- **Rigorous Measures of Effectiveness, Including Observations and Other Performance Indicators**
  Resource B:2-15, E,F, G:6-10, H, I, J and L

Section IV: Designation in Rating Category

Negative Impact on Student Learning: A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. Negative impact on student learning shall be defined as follows:

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

•   For classes that are not measured by statewide assessments, negative impact to student growth shall be defined as a 25% or higher failure rate across a teacher's classes. This negative impact on student growth shall be determined by the primary evaluator. Additional data that may be considered will include, but are not be limited to, grades, classroom assessments, statewide and local testing, student performance, remedial efforts, and teacher documentation, etc.

- **A Summative Rating as either Highly Effective, Effective, Improvement Necessary, or Ineffective**
  Resource A:6-7, B:2-15, E, F, G, H, I, J and L

- **A final summative rating modification if and when a teacher negatively affects student growth**
  The JGSC-TEP requires that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. The evaluator shall discuss the evaluation with the certified employee. IC 20-28-11.5-4(c) (4) and (6)
  Resource K:3

- **All evaluation components, including but not limited to student performance data and observation results are factored into the final summative rating. The rating percentages are as follows:** (Principals - Group 4, Superintendent - Group 6, Teachers - Groups 1, 2 or 3. High School Athletic Director - Group 5)

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Employee Evaluation Rubric	60.0%	70.0%	80.0%	60.0%	80.0%	60.0%
Student Learning Outcome	0.0%	5.0%	0.0%	20.0%	0.0%	0.0%
School-Wide Learning Measure	10.0%	5.0%	20.0%	20.0%	20.0%	0.0%
District-Wide Learning Measure	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%
Individual Growth Model	30.0%	20.0%	0.0%	0.0%	0.0%	0.0%
Goals & Objectives	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%

  Resource A:21 – 23, D, E, F, G:11, H, I, J, and L

Evaluation Feedback
- **Recommendations for Improvement and the time in which improvement is expected**
  The JGSC-TEP includes an explanation of the evaluator's recommendations for improvement and provides evaluators and certified staff the responsibility to collaborate and set a schedule in which improvement is expected.
  Resource D

Evaluation Plan Discussion
- **Process for ensuring the evaluation plan is in writing and explained to governing body**
  At the first school board meeting held in September each year, the Superintendent will review the evaluation plan with School Board members to ensure a comprehensive understanding of the evaluation process. In addition, Superintendent will provide a copy of the evaluation instrument to each board member and maintain a copy in the Administration Office for public review.

- **Superintendent will discuss evaluation plan with teachers or teachers' representative before meeting with governing body**
  The Superintendent will meet with the John Glenn Education Association at the first regularly scheduled Discussion Group meeting in August of each year to review the evaluation plan, before presenting said plan to the School Board. The Evaluation Plan will then be presented to the School Board of Trustees at a subsequent public board meeting.

Section V: Evaluators

- **Only individuals who have received training and support in evaluation skills may evaluate certified employees**
- John Glenn Administrators will serve as evaluators and will be trained by approved providers (e.g. NIESC, DOE, etc.). *Teachers are not used as evaluators at John Glenn School Corporation.*
  Resource A, D, and K

- **Teachers acting as evaluators clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities.** *Teachers are not used as evaluators at John Glenn School Corporation.*
  Resource A, D, and K

- **All evaluators receive training and support in evaluation skills**
  Resource D, and K

- **Ongoing Training for Evaluators**
  Ongoing training is provided during annual administration retreats and at monthly administrative meetings.

Section VI: Feedback and Remediation Plans

- **All evaluated employees receive completed evaluation and documented feedback within five business days from the completion of the evaluation**
  Expectation on Long Observation (40 minute minimum; minimum one per year)
  - o Beginning of the year group pre-conference
  - o Individual pre-conference only as needed
  - o First Long observation will be announced
  - o Other Long observations can be announced or unannounced –discretion of the administrator
  - o Require a lesson plan (if unannounced lesson plan turned in within 24 hours)
  - o Post-observation conference and feedback/report from evaluator within 5 school days.
  - o It is up to the individual administrator if the teacher fills out the post-observation form.

  Expectation on Short Observation (10 minute minimum; minimum one per year)

  - o No pre- or post-conference
  - o Short observations are all unannounced
  - o No lesson plan is submitted unless requested
  - o Written feedback (report from Standard for Success) will be given within two school days

  Resource D and K: 4

- **Remediation plans assigned to teachers rated as ineffective or improvement necessary**
  The JGSC-TEP requires that a teacher who is rated as ineffective or improvement necessary shall receive a remediation plan and professional development requirements from his/her administrator.
  Resource B, D, and K: 5

Section VI: Feedback and Remediation Plans *(Continued)*

- **Remediation plans include the use of employee's license renewal credits**
  The JGSC-TEP requires that the evaluator and the certificated employee develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits (or PGPs) in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation.
  Resource K: 5

- **Means by which teachers rated as ineffective can request a private conference with the Superintendent**
  The JGSC-TEP requires that a teacher who receives a rating of ineffective may file a written request for a private conference with the superintendent or the superintendent's designee not later than five (5) school days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.
  Resource K: 5

Section VII: Instruction Delivered by Teachers Rated Ineffective

- **The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective**
  As cited in IC 20-28-11.5-7, the JGSC-TEP requires that a student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective in the school year immediately before the school year in which the student is placed in the respective teacher's class. If it is not possible to comply with this, John Glenn School Corporation will notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective. The parent must be notified in writing before the start of the second consecutive school year.
  Resource K: 5

- **The procedures established to communicate to parents when student assignment to consecutive teachers as rated as ineffective is unavoidable**
  The parent must be notified in writing before the start of the second consecutive school year.
  Resource K: 5

Section VIII: Teacher Appreciation Grant Policy

The John Glenn School Corporation has introduced a policy to address distribution of the Teacher Appreciation Grant to all teachers rated Effective or Highly Effective. Teachers who are rated Highly Effective will receive 25% more than those teachers rated Effective. The stipend awarded to teachers rated Effective or Highly Effective will be paid in a lump-sum amount and will not be added to teachers' base salary. In addition, stipend amounts will not be differentiated between buildings.

Resource M.

Resources Used in John Glenn School Corporation's Teacher Evaluation Plan
- Resource A: RISE Evaluation and Development System – Evaluator and Teacher Handbook Version 2.0
- Resource B: RISE Evaluation and Development System – Indiana Teacher Effectiveness Rubric 2.0
- Resource C: RISE Evaluation and Development System – Student Learning Objectives Handbook 2.0
- Resource D: Standard for Success
- Resource E: Special Education Indiana Teacher Effectiveness Rubric
- Resource F: Professional School Counselor Effectiveness Rubric
- Resource G: Principal Effectiveness Rubric
- Resource H: Association of Indiana School Library Educators School Librarian Evaluation Rubric
- Resource I: Rubric for Evaluating and Enhancing Professional Practice: Designed Primarily for School Psychologists
- Resource J: Rubric for Evaluating and Enhancing Professional Practice: Designed Primarily for Speech Language Pathologists and Speech Language Pathology Assistants
- Resource K: John Glenn School Corporation – Teacher Evaluation Plan (JGSC-TEP)
- Resource L: John Glenn School Corporation – Superintendent Effectiveness Rubric

Resource A

RISE Evaluation and Development System:

Evaluator and Teacher Handbook Version 2.0

Following this page is the

Evaluator and Teacher Handbook

Version 2.0

Evaluator and Teacher Handbook

Version 2.0

Contents

Indiana Teacher Evaluation: Public Law 90

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

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

- **Be Annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.

- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.

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

Indiana's State Model on Teacher Evaluation

Background/Context

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

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

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

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

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

Timeline for Development

The timeline below reflects the roll-out of the state model for teacher evaluation. Public Law 90 requires statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. All documents for RISE version 1.0 were released by January 2012, and key lessons from the pilot drove model refinement. RISE 2.0 reflects the refined model of the original system.

Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation in school year 2012-2013. Though corporations are encouraged to choose or adapt the evaluation system that best meet the needs of their local schools and teachers, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by the Indiana Department of Education to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

Figure 1: Timeline for RISE design and implementation

| RISE Design '10-'11 | Pilot and Refine RISE '11-'12 | Release RISE version 1.0 Jan. 31, '12 | Release RISE version 2.0 Aug '12 | Statewide Implementation * '12-'13 |

* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 requirements. RISE is an option and resource for corporations, but is not mandatory.

Performance Level Ratings

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

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

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

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

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

Overview of Components

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

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

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

A System for Teachers

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

Component 1: Professional Practice

Indiana Teacher Effectiveness Rubric: Background and Context
The Teacher Effectiveness Rubric was developed for three key purposes:

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

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

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

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

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

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

Indiana Teacher Effectiveness Rubric: Overview

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

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

1.1 Utilize Assessment Data to Plan
1.2 Set Ambitious and Measurable Achievement Goals
1.3 Develop Standards-Based Unit Plans and Assessments
1.4 Create Objective-Driven Lesson Plans and Assessments
1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

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

Domain 3: Leadership

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

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

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

The Indiana Teacher Effectiveness Rubric

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

Observation of Teacher Practice: Questions and Answers for Teachers

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

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations, and conferences performed by both your primary evaluator as well as secondary evaluators.

What is the role of the primary evaluator?

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

What is a secondary evaluator?

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

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

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

What is an extended observation?

An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

Are there mandatory conferences that accompany an extended observation?

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

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

How many extended observations will I have in a year?

All teachers must have a minimum of two extended observations per year – at least one per semester.

Who is qualified to perform extended observations?

Any trained primary or secondary evaluator may perform an extended observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the extended observations.

What is a short observation?

A short observation lasts a minimum of 10 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation within two school days.

How many short observations will I have in a year?

All teachers will have a minimum of three short observations – at least one per semester. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.

Who is qualified to perform short observations?

Any primary evaluator or secondary evaluator may perform a short observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the short observations.

Is there any additional support for struggling teachers?

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

Will my formal and informal observations be scored?

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

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

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

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

Evaluators and teachers seeking more guidance around evidence collection for Domains 1 and 3 should reference the "Evidence Collection and Scoring of Domains 1 and 3" resource under the Professional Practice resources section on the RISE website.

What is a professional development plan?

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

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

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

Is there extra support in this system for new teachers?

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on

their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Teacher Effectiveness Rubric: Scoring

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

Figure 3: Evidence vs. Judgment

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

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

Figure 4: Mapping Evidence to Indicators

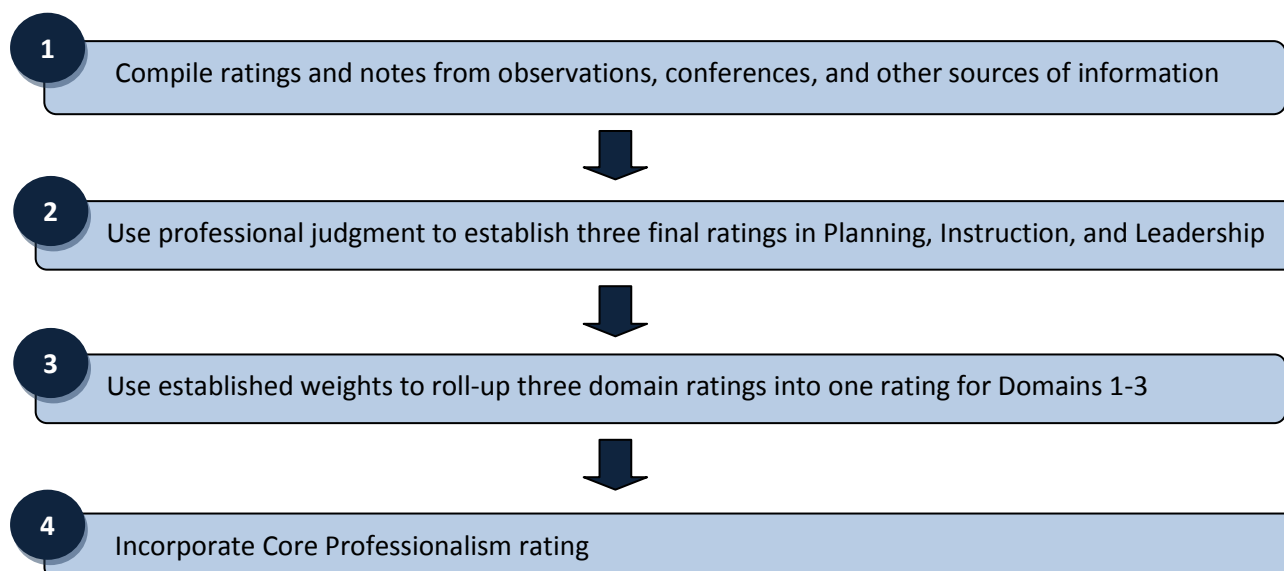| Evidence	Indicator
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on (9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	Competency 2.4: Check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

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. The final teacher effectiveness rating will be calculated by the evaluator in a four step process:

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

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

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

4 Incorporate Core Professionalism rating

Each step is described in detail below.

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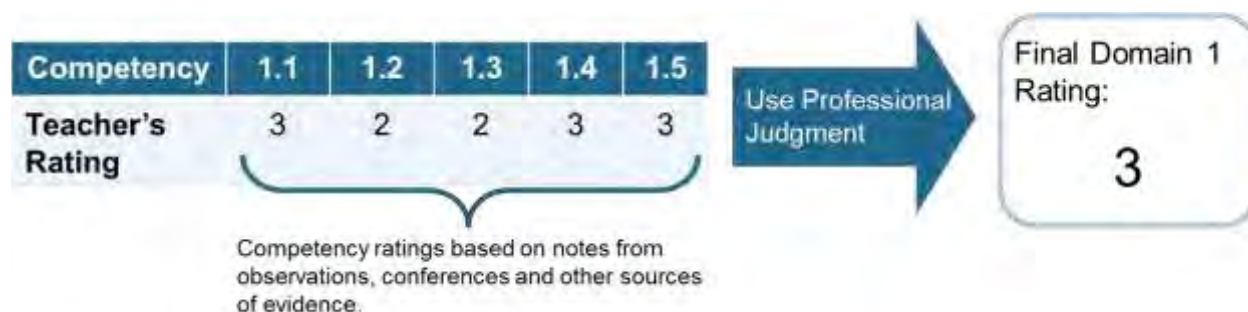
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information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

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

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

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of-year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

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

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

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

Use Professional Judgment

Final Domain 1 Rating:

3

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

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

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

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

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

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

The calculation here is as follows:

1) Rating x Weight = Weighted Rating

2) Sum of Weighted Ratings = Final Score

4 **Incorporate Core Professionalism**

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for

any of the four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

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

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

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

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

The Role of Professional Judgment

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

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

Component 2: Student Learning

Student Learning: Overview

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

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

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

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

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

Available Measures of Student Learning

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

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

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

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

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

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

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available, RISE also includes measures of students' progress toward specific learning goals, known as Student Learning Objectives.

Student Learning Objectives involve setting rigorous learning goals for students around common assessments. All teachers will have Student Learning Objectives. For teachers who have a Growth Model rating, these Objectives will serve as additional measures of student achievement. For teachers who do not have a Growth Model rating, the Student Learning Objectives will form the basis for the student learning measures portion of their evaluation. More details on how each type of student learning measure affects a teacher's final rating can be found in the Summative Teacher Evaluation Scoring section.

Indiana Growth Model

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

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of the four rating categories. Please access the IDOE website for more information on the metrics used to calculate teachers' 1-4 score based on student growth model data.

School-wide Learning

Because it is important for teachers to have a common mission of improving student achievement, *all* teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's new A – F accountability model. The new A – F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

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

Student Learning Objectives

Effective teachers have learning goals for their students and use assessments to measure their progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4th through 8th grade math or ELA, information on the extent to which students grow academically is provided annually in the form of growth model data. Teachers of other grades and subjects do not have such information available. The RISE system helps account for these information gaps by requiring Student Learning Objectives.

A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measureable using the most rigorous assessment available
- Based on available prior student learning data
- Aligned to state standards
- Based on student progress and achievement

For subjects without growth model data, student learning objectives provide teachers standards-aligned goals to measure student progress that allow for planning backward to ensure that every minute of instruction is pushing teachers and schools toward a common vision of achievement. By implementing Student Learning Objectives, the RISE system seeks to make these best practices a part of every teacher's planning.

More detailed information on the Student Learning Objectives process along with examples can be found in the *Student Learning Objectives Handbook*, available at www.riseindiana.org.

Summative Teacher Evaluation Scoring

Review of Components

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

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

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

* This measure only applies to teachers of grades 4 through 8 who teach ELA or math.
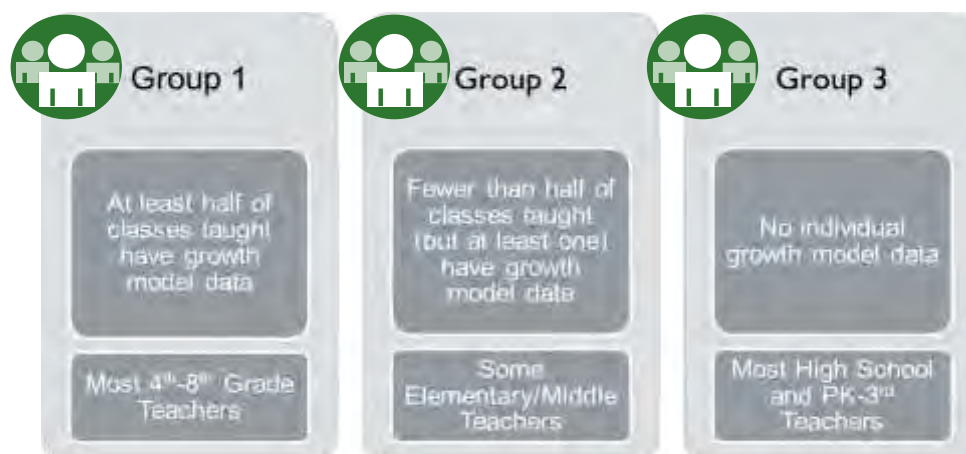
The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures into a final, summative score.

Weighting of Measures

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

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

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

Group 1	Group 2	Group 3
At least half of classes taught have growth model data	Fewer than half of classes taught (but at least one) have growth model data	No individual growth model data
Most 4th-8th Grade Teachers	Some Elementary/Middle Teachers	Most High School and PK-3rd Teachers

Each group of teachers has a separate weighting scheme. Each is summarized in the charts below.

Key:
TER – Teacher Effectiveness Rubric   IGM – Individual Growth Model Data
SWL – School-wide Learning Measure   SLO – Student Learning Objectives

Group 1: Teachers who have individual growth model data for at least half of classes taught

Group 2: Teachers who have individual growth model data for fewer than half of classes taught (but at least one class with growth model data)
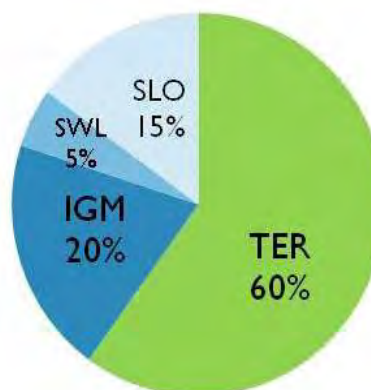
Group 3 Teachers: Teachers who do not teach any classes with growth model data
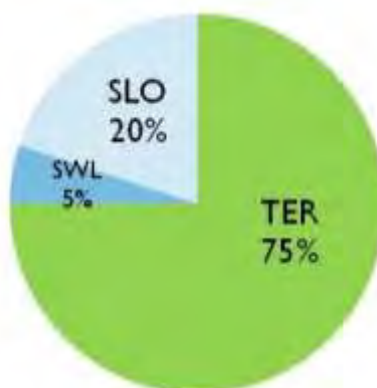
Growth model and rubric data are given more weight because educators have more experience with these measures. Student Learning Objectives are a new and difficult process for many. This percentage may increase over time, once teachers and principals are given sufficient practice and training on writing rigorous Student Learning Objectives.

Compared across groups, the weighting looks as follows:

Component	G1: Half or more GM classes	G2: Less than half GM classes	G3: Non-GM classes only
Teacher Effectiveness Rubric	50%	60%	75%
Individual Growth Model Data	35%	20%	N/A
Student Learning Objectives	10%	15%	20%
School-wide Learning Measure	5%	5%	5%

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

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 50%	= 1.3
Individual Growth Model Data	3	X 35%	= 1.05
Student Learning Objectives	4	X 10%	=0.4
School-wide Learning Measure	2	X 5%	=0.1
Sum of the Weighted Scores			2.85

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

This final weighted score is then translated into a rating on the following scale.
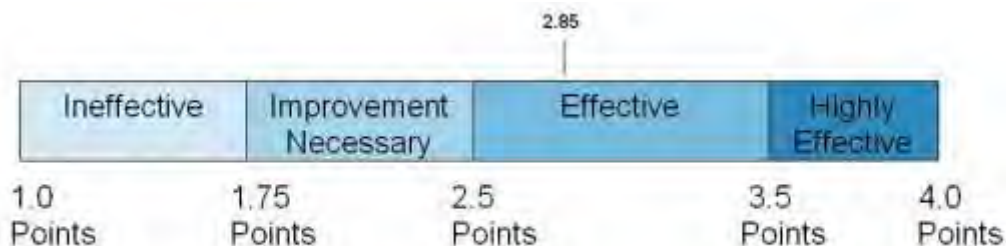
The score of 2.85 maps to a rating of "Effective". Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when teachers return in the fall, depending on the availability of data for the individual teacher.

Glossary of RISE Terms

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.

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

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

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

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

End-of-Course Assessment: An assessment given at the end of the course to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

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

Extended Observation: An observation lasting a minimum of 40 minutes. Extended observations can be announced or unannounced, and are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

Group 1 Teacher: For the purpose of summative weighting, a group 1 teacher is a teacher for whom half or more of their "classes" have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches both ELA and Math OR any teacher in grades 4-8 that teaches either ELA or Math for half or more of time spent teaching during the day.

Group 2 Teacher: For the purpose of summative weighting, a group 2 teacher is a teacher who does not qualify as a group 1 teacher and for whom less than half of their "classes" have growth model data.

More specifically, this includes any teacher in grades 4-8 that teaches either ELA or Math for less than half of time spent teaching during the day.

Group 3 Teacher: For the purpose of summative weighting, a group 3 teacher is a teacher for whom none of their classes have growth model data. This currently represents all PK-3rd teachers and all high school teachers. It also may represent any teachers in grades 4-8 that teach neither math nor ELA.

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

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

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

Indiana Teacher Evaluation Cabinet: A group of educators from across the state, more than half of whom have won awards for teaching, who helped design the RISE model, including the Indiana Teacher Effectiveness Rubric.

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

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

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

Post-Conference: A mandatory conference that takes place after an extended observation during which the evaluator provides feedback verbally and in writing to the teacher.

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

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the

spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and one short observation.

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

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

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

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

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

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

Short Observation: An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within two school days.

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

Student Learning Objective: A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measureable using the most rigorous assessment available, based on available prior student learning data, aligned to state standards, and based on student progress and achievement.

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives.

These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

Summative Conference: A conference where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data isn't available until the summer (coinciding with the Beginning-of-Year Conference).

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

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

Appendix A – Allowable Modifications to RISE

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

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

- Professional Practice Component
  - Minimum number of short and extended observations
  - Minimum length for short and extended observations
  - Minimum requirements around feedback and conferencing
  - Use of the Teacher Effectiveness Rubric with all domains and competencies
  - Scoring weights for all Professional Practice domains, including Core Professionalism
  - Use of optional RISE observation/conferencing forms OR similarly rigorous forms (not checklists)
- Measures of Student Learning
  - Three measures of student learning as outlined in the RISE system
  - All minimum requirements around Student Learning Objectives, including, but not limited to (see Student Learning Objective handbook for details):
    - Assessments
    - Number of objectives
    - Population targets for objectives
    - Process steps
    - Weight of objectives
- Summative Scoring
  - Weights assigned to components of the summative model
  - Definition of groups of teachers for weighting purposes

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

Appendix B – Optional Observation and Conferencing Forms

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

Optional Observation Mapping Form 1 – By Competency

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

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

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

2.1 OBJECTIVE	
Evidence	**Indicator**

2.2 CONTENT	
Evidence	**Indicator**

2.3 ENGAGEMENT	
Evidence	**Indicator**

2.4 UNDERSTANDING	
Evidence	**Indicator**

2.5 MODIFY INSTRUCTION	
Evidence	**Indicator**

2.6 RIGOR	
Evidence	Indicator

2.7 MAXIMIZE INSTRUCTIONAL TIME	
Evidence	Indicator

2.8 CLASSROOM CULTURE	
Evidence	Indicator

2.9 HIGH EXPECTATIONS	
Evidence	**Indicator**

Overall Strengths:

Overall Areas for Improvement:

Optional Pre-Observation Form - Teacher

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

SCHOOL: _____   OBSERVER:_____

TEACHER: _____   GRADE/SUBJECT: _____

DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

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

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

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

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

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

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

Optional Post-Observation Form - Evaluators

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

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

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

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

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

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

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

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

Optional Post-Observation Form – Teacher

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

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

Dear Teacher,

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

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

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

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

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

Optional Mid-Year Professional Practice Check-In Form

SCHOLL: _____   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**

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**

Optional Summative Rating Form

SCHOOL: _____   SUMMATIVE EVALUATOR: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE: _____

Note: **Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year. A copy should be given to the teacher for discussion during the summative conference. For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.**

Teacher Effectiveness Rubric Scoring

Number of Formal Observations: _____

Number if Informal Observations: _____

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

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

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

Domains 1-3 Weighted Scores

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

Follow the following formula to calculate by hand:

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

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

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

Final Teacher Effectiveness Rubric Score

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

Final Teacher Effectiveness Rubric Score: _____

Student Learning Objectives

Class Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
What was the teacher's Class Learning Objective?				

Content Mastery Standard	Number of Students Who Achieved Mastery	Number of Students in Course	Percentage of Students Who Achieved Mastery

Were there any important changes to the population of students in the targeted class (e.g., attendance problems, significant issues/changes to specific students) that you considered when rating the class objective? If so, state them below.

Based on the above table, the teacher's Class Student Learning Objective, and your professional judgment, indicate the appropriate performance level

Ineffective ☐   Improvement Necessary ☐   Effective ☐   Highly Effective ☐

Targeted Objective

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 mastery or progress?"

Based on the teacher's Targeted Student Learning Objective, the evidence discussed above, and your professional judgment, indicate the appropriate performance level:

Ineffective ☐　　　Improvement Necessary ☐　　　Effective ☐　　　Highly Effective ☐

Student Learning Objectives Weighted Scores

Objective	Rating (1-4)	Weight	Weighted Rating
Class		50%	
Targeted		50%	
Final Student Learning Objectives Score:			

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Final Student Learning Objectives Score

Final Student Learning Objectives Score: _____

Final Summative Rating

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

Group 1   **Group 2**   **Group 3**

Choose only one set of weights					
Measure	Rating (1-4)	GROUP 1 Weights	GROUP 2 Weights	GROUP 3 Weights	Weighted Rating
Teacher Effectiveness Rubric		50%	60%	75%	
Indiana Growth Model		35%	20%	---	
Student Learning Objectives		10%	15%	20%	
School-wide Learning Measure*		5%	5%	5%	
Final Summative Score:					

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

Follow the following formula to calculate by hand:

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

Final Summative Evaluation Score: _____

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

Ineffective	Improvement Necessary	Effective		Highly Effective
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

Final Summative Rating:

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

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

Teacher Signature

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

Signature: _____   Date: _____

Evaluator Signature

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

Signature: _____   Date: _____

Optional Professional Development Plan

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

Goal	Achieved?
1.	
2.	
3.	

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

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

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

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

Appendix C – Indiana Teacher Effectiveness Rubric

On the following page, you will find the Indiana Teacher Effectiveness Rubric. Visit www.riseindiana.org for versions of the rubric that are printable on 8.5" x 11" paper.

Resource B

RISE Evaluation and Development System:

Indiana Teacher Effectiveness Rubric 2.0

Following this page is the

Indiana Teacher Effectiveness Rubric 2.0

Indiana Department of Education

Indiana Teacher Effectiveness Rubric 2.0

This document contains no modifications from Version 1.0. It is labeled Version 2.0 to maintain labeling consistency across materials.

DOMAIN 1: PURPOSEFUL PLANNING

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

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

1.4	Create Objective-Driven Lesson Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not*:** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - 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	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	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	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - 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	- 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	- 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	- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - 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	- 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 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 may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

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

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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - 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	-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)	- 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	- 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.

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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding**	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: **-** 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 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 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.	- 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

Notes:

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

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

• Checks for Understanding: thumbs up/down, cold-calling

• Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: **Modify Instruction As Needed**	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - 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 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 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 rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6:	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
Develop 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)	- 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	- 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	- 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

Notes:

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

• Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")

• Asking students to explain their reasoning

• Asking students to explain why they are learning something or to summarize the main idea

• Asking students to apply a new skill or concept in a different context

• Posing a question that increases the rigor of the lesson content

• Prompting students to make connections to previous material or prior knowledge

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

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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - 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	- 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.	- 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.	- 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.

Notes:

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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: **Create Classroom Culture of Respect and Collaboration**	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective 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	- 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	- 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	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: **Set High Expectations for Academic Success**	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
	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	- 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	- 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	- Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

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

DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	**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	**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	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2 Collaborate with Peers	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - 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	**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	**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	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3 Seek Professional Skills and Knowledge	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	**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	**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	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4	Advocate for Student Success	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure 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	Teacher will: - Display commitment to the education of all his/her students Teacher may *not:* - Advocate for students' needs	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	Engage Families in Student Learning	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	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	Teacher will: - 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	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

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

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

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

Resource C

RISE Evaluation and Development System: Student Learning Objectives Handbook 2.0

Following this page is the
Student Learning Objectives Handbook 2.0

Student Learning Objectives Handbook

Version 2.0

Contents

Introduction

With the help of teachers and leaders throughout the state, the Indiana Department of Education has developed an optional model teacher evaluation system entitled RISE. Whether corporations choose to adopt RISE or a model of their own, the department's goal is to assist corporations in developing or adopting models that comply with IC 20-28-11.5 (the law surrounding teacher evaluation), and are fair, credible and accurate. Regardless of model or system, evaluations must:

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

This Student Learning Objectives handbook provides guidance for meeting the requirement established by IC 20-28-11.5 to include "objective measures of student achievement and growth." More specifically, it focuses on one of the multiple measures of student learning in RISE: Student Learning Objectives. For more information on the RISE teacher evaluation system as a whole, please refer to the RISE Handbook, available at www.RISEIndiana.org.

Measures of Student Learning in RISE

Measures of student learning make up between 20 to 50 percent of a teacher's final evaluation rating. A major portion of this percentage comes from Indiana Growth Model data. However, not all teachers have Growth Model data available, and the Growth Model only accounts for students' growth in math and English/language arts (ELA). To complement the Growth Model, and to account for those teachers who do not have such data available, RISE also includes measures of students' progress toward specific growth or achievement goals, known as Student Learning Objectives.
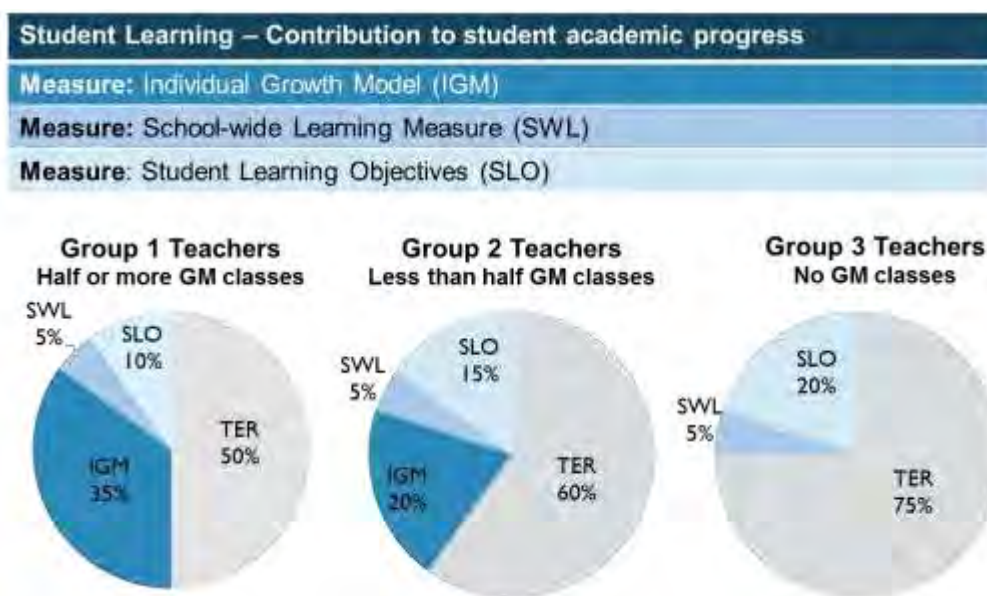
What are Student Learning Objectives?

Effective teachers have learning goals for their students and use assessments to measure progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4th through 8th grade math or ELA, information on the extent to which students grow academically is provided annually in the form of the Indiana Growth Model. As teachers of other grades and subjects do not have such information available, the RISE system fills these information gaps with Student Learning Objectives.

A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measureable
- Based on available prior student learning data
- Aligned to state standards
- Based on growth and achievement

The Purpose of Student Learning Objectives

The process of setting Student Learning Objectives requires teachers to create standards-aligned goals and to use assessments to measure student progress. This allows teachers to plan backward from an end vision of student success, ensuring that every minute of instruction is pushing teachers and schools toward a common vision of good instruction and achievement. By implementing Student Learning Objectives, RISE seeks to make these best practices a part of every teacher's planning.

As part of RISE, all teachers will set Student Learning Objectives. For some, setting or evaluating Student Learning Objectives represents a major shift in practice. It will require the type of collaboration and use of data that might be new and, at first, challenging. However, the result will be more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement.

Student Learning Objectives in RISE

Student Learning Objectives in RISE are targets of student growth and achievement that teachers and students work towards throughout the year. Although the goal is to eventually have teachers account for all students with measurable learning goals, in the first year of RISE, all teachers will set two Objectives for just one of their classes.

Teachers who have individual Growth Model data (grades 4-8 ELA and math teachers) should, wherever possible, set Learning Objectives around any non-Growth Model subjects they teach (for example, science and social studies). Student Learning Objectives are designed to expand coverage, and in this case, if we already have a good growth measure for ELA and math, we want to develop a measure for the other subjects that a teacher teaches.

Teachers set two types of Student Learning Objectives in RISE: A Class and Targeted Objective.

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

Class Objectives

A teacher's Class Objective accounts for the learning of all students in a class and all content standards in a course. Whether a teacher earns a Highly Effective, Effective, Improvement Necessary, or Ineffective rating depends on the extent to which he or she moves students from their starting points to achieve content mastery.

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Class Objective	Based on students' starting points, the teacher moved an exceptional number of students to achieve content mastery.	Based on students' starting points, the teacher moved a significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved a less than significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved few students to achieve content mastery.

A Class Objective is both an achievement- and growth-based goal. Class Objectives define what content mastery looks like for a specific class, and holds students and their teachers accountable for meeting this mastery standard. In this sense, Class Objectives are achievement goals. As teachers examine and consider students' starting points in order to set a learning objective for the entire class that is both ambitious and feasible, Class Objectives are also growth goals.

The specific details of how teachers set the Class Objective, and the ways in which it includes both achievement and growth, can be found in the next section of this handbook. By incorporating both achievement and growth into a single objective, teachers and administrators can be confident that the Class Learning Objective maintains high expectations for all students while taking into account where students begin their learning.

Targeted Objectives

The learning progress made by those students who begin a year behind grade level or begin a course without adequate preparation is especially important. Without a focused effort to help these students develop academically, they are likely to fall further behind their peers. The Targeted Learning Objective focuses on teachers' efforts to improve these students' academic progress.

A Targeted Objective allows teachers to set an achievement- or growth- based goal that centers on the type of content that students beginning a course minimally prepared need most. Unlike the Class Objective, a teacher chooses a single goal for the Targeted Objective and is evaluated on the extent to which he or she meets this goal.

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Targeted Objective	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.	The teacher has not fully met the expectation described in the Student Learning Objective, but has still demonstrated some impact on student learning.	The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.

A Collaborative Process

In RISE, Student Learning Objectives, wherever possible, should not be written, set, or assessed by a single teacher or evaluator. Instead, teachers are expected to work with other teachers, curriculum leaders and evaluators to identify or create high-quality common assessments, and determine what content mastery looks like and how to assess it. They should share information on students' academic starting points, and work together to help those students who need it most. By working together, teachers, principals, and corporation leaders can use the Student Learning Objective component in RISE to encourage teacher-teacher and teacher-principal collaboration and center the work of all educators on teaching and learning.

The Student Learning Objective Process

Overview

The Student Learning Objective process in RISE has five steps:

Step 1: Choose quality assessments
Step 2: Determine students' starting points
Step 3: Set the Student Learning Objectives
Step 4: Track progress and refine instruction
Step 5: Review results and score

Each step is described in detail below, and forms for all five steps can be found in Appendix A.

Step 1: Choose Quality Assessments

Assessments are central to Student Learning Objectives. Whether and to what extent students have met the objectives set for their learning is determined by their performance on an end-of-course assessment. Choosing a quality assessment is, therefore, an important first step. Teachers and evaluators must be *confident* that the chosen assessment is aligned to the course content standards, is appropriately rigorous for the grade-level/course and includes questions that require critical thinking, and is formatted in a way that is clear and free from bias.

Moreover, it is important that those who teach the same course or grade use a *common* assessment wherever available. This helps ensure fairness and consistency across classes, and encourages teachers to collaborate around student learning.

The diagram below ranks assessment types based on the amount of confidence one can have in the alignment, rigor, and format of the assessments, as well as the extent to which the assessments are common across teachers of the same grades and courses.

The type of available assessments from each level of the above hierarchy varies by school corporation. Examples of the most widespread assessments are displayed below:
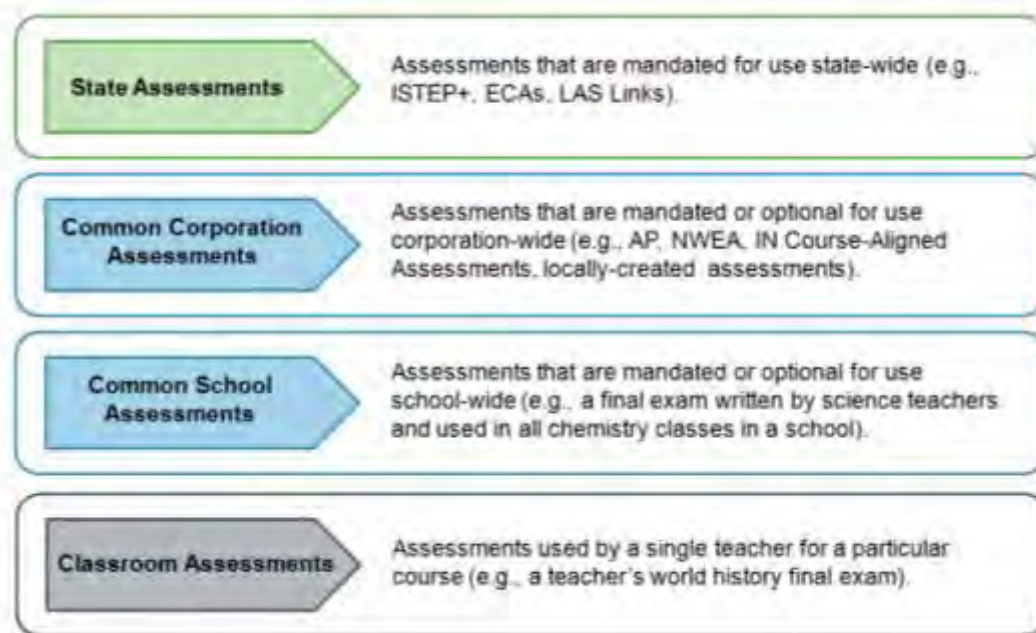
When setting a Class Student Learning Objective for a class covering all Indiana content standards for the course, teachers are required to choose the assessment that ranks highest in confidence and commonality according to the above hierarchy of assessments. For example, a 10th grade English teacher should set his or her Class Student Learning Objective using the state end-of-course English 10 assessment. A 9th grade English teacher, however, should use a common corporation or school assessment, as no mandated state assessments exist for 9th grade English. For guidance on unique situations related to the hierarchy of assessments, please reference the Q&A below.

For the Targeted Learning Objective, teachers may choose an assessment from any level of the above hierarchy, although the assessment must be approved by the evaluator. Since the Targeted Objective may focus on a specific subset of standards, it is important to provide flexibility for teachers to choose the assessment best aligned to their goal. More details on the Targeted Learning Objective setting process can be found in the Step 3 section of this handbook.

In order to determine which assessments are available for each teacher, it is recommended that each school participating in RISE create an assessment matrix indicating the available end-of-course assessment for each course or grade level. For example, a high school math department might have the following assessment matrix:

	Algebra I	Geometry	Algebra II	Pre-Calculus	AP Calculus	AP Statistics	Discrete Mathematics
Test Available 1	State ECA	Common school final exam	Common school final exam	Common school final exam	AP Exam	AP Exam	Classroom final exam
Test Available 2	Common school final exam	IN Course-Aligned Assessment	IN Course-Aligned Assessment	IN Course-Aligned Assessment	Classroom final exam	Classroom final exam	

Assessment matrices help teachers and evaluators determine the best assessment for their class learning objective, as well as list of potential assessments from which a teacher could choose for the targeted learning objective. Assessment matrices also identify courses or grades where no common assessments exist.

Evaluating Assessments

As shown above, teachers in the same school often have different types of assessments available for Student Learning Objectives. In order to ensure that all of the assessments used are high-quality, each assessment must be rigorously reviewed, evaluated, and approved. In some cases, this process occurs at the state or corporation level; in others, building-level administrators must judge the quality of the assessment. Consequently, assessments used for Student Learning Objectives are classified as either pre-approved or evaluator-approved.

Pre-Approved Assessments. Assessments provided by the state have been carefully created and reviewed by assessment and education experts, and reflect the necessary alignment, rigor, and format. The quality of these assessments is high, and teachers and schools can confidently use them for Student Learning Objectives without further inspection.

Locally developed common corporation assessments and assessments available for purchase from independent vendors may be appropriate as well. Although these assessments are considered pre-approved for use at the school level, they should be closely inspected for quality, alignment, rigor, and format at the corporation level. It is recommended that teams of corporation curriculum leaders and teachers complete the approval process described below. Once evaluated and approved, teachers can use these assessments for Student Learning Objectives without further approval.

Evaluator-Approved Assessments. When no common state or corporation assessment exists for a given course or grade level, a school- or classroom-level assessment must be used. In many corporations, teachers and curriculum leaders have already created common school assessments, and many teachers regularly use end-of-course assessments of their own making. Although many of these assessments are thoughtfully created, they must be evaluated and approved before they can be used for Student Learning Objectives. In order to be approved, an evaluator and teacher(s) work together to demonstrate that an assessment meets three criteria:

- **Alignment and Stretch**: The assessment covers all key subject/grade-level content standards (alignment). Where applicable, the assessment partly assesses pre-requisite objectives from prior years and objectives from the next year/course (stretch).
- **Rigor and Complexity**: The assessment's items, tasks, and rubrics are appropriately challenging for the grade-level/course (rigor), and include items or tasks that require critical thinking and deep levels of student understanding (complexity).
- **Format captures true mastery**: The assessment is written clearly, is feasible in the amount of time allotted, is free from bias, has specific scoring guidelines or rubrics that articulate what students are expected to know and do, and differentiates between levels of knowledge/mastery.

Before an assessment is submitted to an evaluator for approval, the teacher or group of teachers who plan to use the assessment for a Student Learning Objective must complete a Pre-Approval Assessment Form that documents the alignment between the assessment questions/tasks and course standards, and demonstrates that the assessment includes questions at varying levels of rigor and complexity. After examining the pre-approval form, evaluators then use an Assessment Approval Checklist to review the assessment for the three criteria and approve the assessment or provide revision feedback to teachers. The appropriate forms for this process can be found in Appendix A.

It is important to note that whenever possible teachers should collaborate on identifying, developing, and pre-approving assessments. This reduces the number of assessments evaluators must approve, and encourages common planning. To help in this effort, grade level leaders, department heads, secondary evaluators, and coaches should support the process of assessment development and approval.

Identifying the Content Mastery Standard

In addition to reviewing assessments for their quality, approving assessments also requires teachers and evaluators to agree on the score a student must demonstrate on the assessment to show mastery. Because Class Student Learning Objectives represent a mastery goal based on students' starting points, what mastery looks like for each assessment must be established.

For pre-approved assessments, content mastery standards will be provided by the Indiana Department of Education. This includes all mandatory state tests, such as ISTEP+ and ECAs, as well as other commonly used state and off-the-shelf assessments such as mCLASS and LAS Links. These guidelines can be found in Appendix B. Corporations should provide content mastery standards for all pre-approved corporation-created assessments.

For evaluator-approved assessments, the content mastery standard must be established by the teacher(s) and the evaluator. The content mastery standard falls somewhere between the passing score (e.g., 65%) and 100 percent. It represents the score at which a student has mastered the necessary content of the course to be successful at the next level. Typically, a passing score on a teacher-created assessment represents the minimum necessary to move on to the next class or level, but does not necessarily represent mastery. Conversely, a perfect score represents exceptional content knowledge – students have not only mastered the content but demonstrated a deep level of understanding that is

above and beyond mastery. Content mastery is somewhere in between – the exact score depends on the assessment, and teachers and evaluators must use their professional judgment to make this determination. The content mastery score will be the same for any teacher using the same assessment.

Questions and Answers for Teachers

What if I only teach courses covered by the Growth Model (4th-8th grade math or ELA), must I still use ISTEP+ as the assessment for my Class Objective?

Some teachers, such as a 7th grade math teacher or an 8th grade ELA teacher, might only teach courses covered by the Growth Model. These teachers will already have a significant part of their evaluation based on their students' ISTEP+ performance. Consequently, even though the use of ISTEP+ is the best available assessment and therefore the recommended assessment to use when setting a Class Learning Objective, these teachers may set their Class Learning Objective around an approved common corporation, school, or classroom assessment. This will only potentially be the case for a 4th-8th grade math or ELA teacher who does not teach any other course.

What if I teach a self-contained class that spans multiple grade levels, or only address a subset of the standards for a given course, must I still use ISTEP+ as the assessment for my Class Objective?

Some teachers may provide instruction for a self-contained class spanning multiple grade levels, such as a 4/5 gifted and talented class, thus lacking a common statewide end-of-course assessment for the whole class. For situations like this, teachers and evaluators may choose to use ISTEP+ or an alternate assessment for the Class Objective, whichever best meets the needs of their students. Similarly, a 6th grade reading teacher may only cover a subset of the 6th grade ELA standards. Again, in this situation teachers and evaluators may choose to use ISTEP+ or an alternate assessment for the Class Objective, whichever best meets the needs of their students. Teachers are always encouraged to use the most common assessment available for their Class Objective, so long as it reflects the standards and content for which they are responsible.

Are national tests like the AP or ACT/SAT considered pre-approved assessments, and if so, may I use them for my Student Learning Objectives?

Although these national tests are considered pre-approved assessments, there are a couple of important considerations when thinking about these tests for use with Student Learning Objectives. The assessment used must align with and measure all of the Indiana content standards for the course/class. Although this may be the case with AP, it is often not the case with ACT/SAT. Another potential problem with using these assessments is that they often are not free-of-charge. Unless your corporation pays for the assessment, you cannot be sure that all students will take it, and a Student Learning Objective must include all students in a given class. Finally, beware of the timing of the test. ACT/SAT tests often have multiple administration dates. Unless all students are taking the test in the spring, it is difficult to align this assessment with the Student Learning Objective timeline.

How do I know if my assessment is properly aligned to course standards?

As part of the pre-approval process, teachers are required to indicate the specific course standard to which each assessment question is aligned. Only the overarching standards must be indicated, not subs-standards or indicators (e.g. Standard 3, not 3.2 or 3.3). To evaluate the degree of alignment and to ensure that the number of test questions for each standard is balanced, teachers must complete a *Standards Alignment Coverage Check Chart* as part of the pre-approval process. This chart summarizes which questions are aligned to particular standards and should be used to make sure that each standard is assessed by an appropriate number of questions.

How do I know if my assessment is suitably rigorous?

As part of the pre-approval process, teachers are required to complete an *Assessment Rigor Analysis Chart*, where they provide examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Not all questions must be categorized, but teachers should use this chart to show that there are a sufficient number of questions in each category.

I give two semester tests rather than one end-of-course test. May I use one of the semester tests for my Class Objective?

In many situations, multiple assessments are used to assess all of a course's content standards. For example, many high school teachers give a final exam at the end of each semester or trimester. Because it is important that the assessment used for the Class Objective be aligned to all of the content standards for a course, schools and teachers that have common end-of-semester or end-of-trimester assessments must have each assessment approved. In these cases, teachers must include students' performance on both end-of-semester assessments (or all three end-of-trimester assessments) in their Class Objective. An example of this can be found in Appendix C.

I don't have any common assessments; do I have to create them to set Student Learning Objectives?

Whenever possible, teachers are encouraged to develop high-quality common assessments together. This helps focus the work of teachers around a shared vision of good instruction and achievement. Until common assessments are developed, a teacher may use a classroom assessment that he or she has created, as long as it is approved by the evaluator and no better assessment exists.

What if the evaluator is unfamiliar with the content of the assessment? How can they evaluate the assessment?

An evaluator is not expected to be a content expert in all disciplines taught at his or her school. Because some assessments requiring approval deal with advanced content, evaluators should consult their corporation curriculum leaders, including curriculum coordinators, department heads, and teacher leaders, during the assessment approval process whenever necessary. Approving assessments should be a collaborative process involving evaluators, teachers, and curriculum leaders.

Do school and classroom assessments have to be paper-and-pencil or multiple-choice tests?

No. Assessments must cover all course content, but there are no restrictions on their form. In some cases, like physical education or music, a paper-and-pencil assessment may not be most appropriate. In general, assessments should assess students' understanding in the most appropriate way possible, and be suitably-aligned, rigorous, and clear. In some cases this may be through a multiple-choice test; in others, essays or projects are more appropriate. Where essays or projects are used, a clear rubric must be approved that outlines how the essay or project will be scored and what the content mastery score will be. As long as an evaluator agrees that the assessment meets the approval requirements, the assessment may be used.

Evaluating and Approving Quality Assessments – Summary of Step 1

A. Prior to the start of the school year, building administrators create assessment matrices to identify assessments that can be used for Student Learning Objectives. Where common assessments do not exist for teachers teaching the same course or grade-level, teachers and curriculum leaders are encouraged to work together to create them.

B. Prior to the start of the school year, assessments created at the school or teacher level that will be used for Class and/or Targeted Student Learning Objectives must be evaluated and approved.

    i. **Pre-approval.** A teacher or groups of teachers complete a *Pre-Approval Assessment Form* that asks teachers to:

- Identify which Indiana standards align with questions/tasks on the assessment and complete the *Standards Alignment Check Chart*; use an *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various Depths of Knowledge levels; and review the format of the assessment questions.
- Describe the assessment's scoring rubric.
- Set the content mastery standard.

    ii. **Approval**. Once teachers pre-approve their assessments, building administrators complete an *Assessment Approval Checklist* that requires them to document sufficient evidence of an assessment's alignment, rigor and complexity, and format. The administrator either approves the assessment, or provides feedback on revisions that must be made. When approving assessments, administrators should work together with content experts such as department heads and/or curriculum directors whenever possible.

C. Assessments used for Student Learning Objectives need only be approved once. Although it is best practice to reflect annually on common assessments and make revisions when necessary, assessments do not need to be reapproved unless significant changes to the assessment or course standards were made.

Step 2: Determining Students' Starting Points

Ensuring that the assessments used for Student Learning Objectives are of high-quality helps make certain that teachers can get an accurate picture of what students know, understand, and can do at the end of a course or school year. Yet, in order to assess the extent to which students' learning progressed over the duration of a year or course, teachers must also have an accurate picture of where their students began. An important component of the Student Learning Objective process, therefore, is collecting evidence on what students already know and understand, and the types of skills they already possess – in other words, determining their starting points.

Knowing students' starting points lets teachers set learning objectives that are both ambitious and feasible for the students in their class. Factoring students' starting points into Student Learning Objectives enables teachers and evaluators to determine the amount of progress students made during the year so that teachers are rewarded for promoting growth in their students' academic abilities.

In order to simplify the answer to the question "What are the starting points of my students?" the Student Learning Objectives have teachers classify students into one of three levels of preparedness:

- **Low level of preparedness**: Students who have yet to master pre-requisite knowledge or skills needed for this course
- **Medium level of preparedness**: Students who are appropriately prepared to meet the demands of the course
- **High level of preparedness**: Students who start the course having already mastered some key knowledge or skills

In order to make this determination, teachers should collect multiple forms of evidence. Teachers must use their professional judgment when deciding which types of information would be helpful in determining students' starting points. Common sources of evidence are:

- Results from beginning-of-course (BOC) diagnostic tests or performance tasks**,** e.g., a department-compiled BOC test, the first interim assessment, etc.
- Results from prior year tests that assess knowledge and skills that are pre-requisites to the current subject/grade.
- Results from tests in other subjects, including both teacher- or school-generated tests, and state tests such as ISTEP+, as long as the test assessed pre-requisite knowledge and skills. For example, a physics teacher may want to examine results of students' prior math assessments.
- Students' grades in previous classes, though teachers should make sure they understand the basis for the grades given by students' previous teachers.

Teachers should use as much information as needed to help identify student starting points. It is rare to find a single assessment or previous grade that provides enough information to determine a student's starting point. Rather, by using multiple sources of evidence, teachers form a more comprehensive picture of the students in their class, and are more likely to get close to a student's true starting point.

Questions and Answers for Teachers

What if this is the first time the students will be taking this type of course (e.g., Physics or Spanish I)?

When courses do not have direct pre-requisites but instead represent the first time the students will learn a certain type of content, teachers should consider three methods of collecting evidence on students' starting points: First, when applicable, teachers should look at students' performance in related courses from previous years. For example, a physics teacher may look at students' previous math and science performance, as both overlap with the themes of a physics course; a Spanish I teacher might find it helpful to look at students' general reading and writing abilities from their previous ELA classes.

Second, the teacher should review their scope/sequence for the year and ask themselves, "*What important prerequisite academic skills and knowledge am I assuming my students have when they start this year?*" The teacher should then assess whether their students have already mastered those skills.

Third, teachers should look at students' performance on the work assigned in the first few weeks of the course. Teachers are often able to start forming a picture of a students' level of preparedness early in the course. As teachers and evaluators become more familiar with the Student Learning Objective process, they will begin to recognize the types of evidence that best predict how prepared students are to master the course's content.

Does a teacher have to use every category (high, medium, and low level of preparedness)?

Not necessarily. A teacher should accurately group students based on their starting points. If a teacher has students who all have low or medium levels of preparedness, this is where the teacher should group his or her students.

How are teachers going to access last year's data for tracking purposes?

Some data is accessible via Learning Connection. Each student has a "data backpack" on the LC that contains all of the state level test scores they have received throughout their academic career. It is the responsibility of the corporation LC administrator to connect student names to teachers in order for teachers to have access to this data. If this has not been done for the current school year in your corporation, encourage the LC administrator to make this connection, as this data will be useful to the majority of classroom teachers.

It will also greatly assist teachers if corporations have data systems in place that allow teachers to access detailed data from prior years for their students. Student testing data, grades, GPAs, attendance data, etc. should be stored in a place that is secure, but easily accessible by teachers looking to find background information on their students. This can save time and lead to the use of more data points in determining student levels of preparedness.

Teachers may also need to communicate with teachers across grade levels to obtain information about the previous year.

How do I account for summer learning loss?

Teachers are encouraged to use beginning-of-course diagnostics as well as test results from previous years to account for factors such as summer learning loss.

Determining Students' Starting Points – Summary of Step 2

A. Teachers should collect the evidence necessary to determine students' starting points in relation to the amount of learning they will be expected to demonstrate on the approved end-of-course assessment. Some evidence, such as prior year assessment scores or grades, can be collected before the school year begins. Other sources of evidence, such as BOC diagnostic tests or performance tasks, must be administered early in the school year.

B. Teachers should use the *Identify and Approve Student Starting Points Form* (found in Appendix A) to classify all students' level of preparedness as low, medium, or high, and document the evidence used to determine these classifications.

C. Teachers will discuss their students' starting points with their evaluators and should be able to justify their classifications with the evidence collected. The evaluator will either approve the students' starting points, or provide feedback on the revisions that need to be made. It is important to note that this conversation may occur prior to, or in conjunction with, the meeting between the teacher and evaluator to approve Student Learning Objectives.

Step 3: Setting Student Learning Objectives

After a teacher and evaluator have agreed on an assessment on which to base a Student Learning Objective, established the score on the assessment needed to demonstrate content mastery, and documented the starting points of the students in the class, the next step is to combine this information to define the Class and Targeted Objectives. The Class and Targeted Objective complement each other: whereas the former focuses on the learning of all students, the latter helps teachers support those students who need it most and focus on the type of content they most need. Although the Class and Targeted Student Learning Objectives have different intentions and formats, and the process for setting each differs slightly, teachers discuss both with their evaluator in the same initial conference.

Class Student Learning Objective

A teacher's Class Objective is a mastery goal based on students' starting points for a class or classes of students covering all of the Indiana content standards for the course. To write the Class Student Learning Objective, a teacher must, after accounting for students' starting points, determine the number of students in his or her class who will achieve mastery in order for the teacher to be rated Highly Effective, Effective, Improvement Necessary, or Ineffective on this measure.

For example, a high school World History teacher using an end-of-course assessment with an approved content mastery standard of scoring 85 points out of 100 might set the following Class Objective:

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
At least 28 of 31 students will achieve an 85/100 or better on the end-of-course World History assessment.	At least 23 of 31 students will achieve an 85/100 or better on the end-of-course World History assessment.	At least 17 of 31 students will achieve an 85/100 or better on the end-of-course World History Assessment.	Fewer than 17 of 31 students will achieve an 85/100 or better on the end-of-course World History Assessment.

Both the assessment and content mastery standard are chosen and approved (or pre-approved) ahead of time. To set the Class Learning Objective, a teacher must only decide the appropriate proportion of students who will achieve mastery for each performance level. These proportions are based on students' starting points. Although teachers and evaluators must use professional judgment when determining the appropriate proportions, the following guidelines are suggested:

- To be considered **Highly Effective,** all students in the high and medium levels of preparedness and most of the students in the low level achieve content mastery.
- To be considered **Effective**, all students in the high level, almost all students in the medium level and many of the students in the low level achieve content mastery.
- To be considered **Improvement Necessary,** most students in the high and medium levels of preparedness, and few students in the low level achieve content mastery.

- To be considered **Ineffective**, few or no students achieve content mastery.

For example, suppose the high school World History teacher profiled above had the following distribution of students:

- ❖ Of the 31 students in the class, 5 begin at a high level of preparedness.
- ❖ Of the 31 students in the class, 11 begin at a medium level of preparedness.
- ❖ Of the 31 students in the class, 15 begin at a low level of preparedness.

Based on these starting points, the teacher might set the following proportions:

Performance Level	Suggested Guidelines	Number of students chosen from each category	Final Proportion of Students
Highly Effective	All students in the high and medium levels of preparedness and most of the students in the low level achieve content mastery.	High: 5 of 5 Medium: 11 of 11 Low: 12 of 15	28 / 31 students
Effective	All students in the high level, almost all students in the medium level and many of the students in the low level achieve content mastery.	High: 5 of 5 Medium: 10 of 11 Low : 8 of 15	23 / 31 students
Improvement Necessary	Most students in the high and medium levels of preparedness, and few students in the low level achieve content mastery.	High: 4 of 5 Medium: 9 of 11 Low: 4 of 15	17 / 31 students
Ineffective	Few or no students achieve content mastery.		Fewer than 17/31

The number of students selected from each level of preparedness is not strictly defined. Instead, it is expected that teachers – who know the students the best – use their professional judgment to determine how many students from each category most appropriately represent "most", "many", or "few". Only a teacher knows the variation of levels of students within any given level of preparedness (e.g. a student who is medium high vs. medium low). The teacher should use this knowledge to help write the objective and discuss this with his or her evaluator.

Although the number of students is not strictly defined, please note that the number set for Ineffective must mirror the number used for Improvement Necessary. So in the example above, since 17/31 must achieve content mastery in order for the teacher to be rated Improvement Necessary, "Fewer than 17" must be the number for a rating of Ineffective.

Once the number for each performance category is set, any combination of students may be used to meet the set goal. For example, if the World History teacher above had 4 highly-prepared, 9 medium-prepared, and 13 low-prepared students (26 total) score better than 85/100 on the end-of-course assessment, then he or she would be considered Effective because more than 23 of his or her students achieved content mastery. Even though the numbers of students achieving content mastery from each level of preparedness were not the same as when the teacher set the objective, only the total number of students scoring better than the content mastery standard should be considered when scoring a teacher's SLO.

Additional Examples of Class Learning Objectives can be found in Appendix C

Setting the Final Class Student Learning Objective
After teachers have considered students' starting points, they record their Class Objective on the *Class Objective Setting Form* (found in Appendix A). Each teacher then meets with the evaluator to discuss and finalize the Objective. In this meeting (which may coincide with the Beginning-of-Year conference or a post-observation conference), the teacher discusses students' starting points with the evaluator as well as the evidence used to make these classifications. The teacher presents and justifies his or her Class Objective, and the evaluator either approves the Objective or provides feedback on revisions that need to be made prior to approval.

Targeted Student Learning Objective
A teacher's Targeted Student Learning Objective is a growth and/or achievement goal targeted at students beginning the class at a low level of preparedness that covers all or a subset of the Indiana content standards. The Targeted Objective has two purposes:

1. It allows teachers to focus on those students who need the most and best instruction. By targeting students who begin at a low level of preparedness, teachers, schools, and corporations can help these students make the type of learning progress needed so that they begin the next course at a satisfactory level of preparedness.
2. It allows teachers to focus on the subset of content standards and set a goal that best meets the specific learning needs of students of the targeted population and provides the teacher with the flexibility to choose the most appropriate assessment.

Unlike the Class Objective, teachers may set their Targeted Objective around any pre-approved or evaluator-approved assessment well-suited to measure the achievement/growth goal for the targeted population and subset of content standards. For example, a high school chemistry department may have a particular need to improve low-prepared students' laboratory skills, and thus set a Targeted Objective around an approved laboratory-based assessment. Alternatively, a 2nd grade teacher may want to use a reading specific assessment to measure improvement in the reading abilities of students who begin the class reading below grade level.

In all cases, teachers must answer the following questions before setting the Targeted Objective:

1. *What is the target population?* Teachers should target students that begin the course at a low level of preparedness. If no student begins the course at this level, then the teacher may target a different subset of students (e.g., perhaps those students starting at the high level of preparedness).

2. *What are the targeted Indiana Content Standards?* Teachers may choose to focus on a few key content standards or all standards.

3. *Which assessment best assesses the targeted population and/or content standards?* The teacher may choose any assessment that is approved by the evaluator, which may or may not be the same assessment used for the Class Objective.

After answering the above three questions, teachers should draft a single goal for the targeted population and content standard(s). This goal is the Targeted Student Learning Objective, and an example is shown below:

Targeted Objective Example	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 - *12 Students*
	Targeted IN Content Standards: *Standard 6 – English Language Conventions*
	Approved Assessment: *7th Grade English Final Assessment*
	Growth and/or Achievement Goal: *10 of 12 targeted students will achieve a 50% or higher on all Indiana Academic Standard 6 assessment questions on the 7th Grade English Final Assessment.*

The Targeted Objective should be a rigorous, yet feasible goal for targeted students. This goal should be appropriate for the incoming level of these students and should be attainable with hard work by almost all of the students in question. If it seems like only half or fewer of the targeted group is likely to achieve the goal, then this is not an appropriate Targeted Objective. Consider setting a more achievable goal OR consider setting a tiered goal (x students will achieve… and y students will achieve…). If the class includes students in the low level of preparedness with greatly varying needs, this may be the best type of Targeted Objective. An example of this, as well as additional examples of Student Learning Objectives, can be found in Appendix C.

Unlike the Class Objective, teachers do not have to define the specific student outcomes necessary for the teacher to be rated Highly Effective, Effective, Improvement Necessary, and Ineffective. Instead, a teacher's effectiveness on the Targeted Objective is determined by the extent his or her stated goal is met or exceeded, as shown below:

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Targeted Objective	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.	The teacher has not fully met the expectation described in the Student Learning Objective, but has still demonstrated some impact on student learning.	The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.

Evaluators use professional judgment to decide which performance level best describes the effect the teacher had on his or her students' learning. By providing a more flexible structure in which to set the Targeted Objective, teachers have more freedom to focus on the types of goals that best serve their students, even if those goals don't fit well into a four-category structure.

Once drafted, the teacher discusses the Targeted Objective with his or her evaluator in one of the conferences that will happen early in the year. The evaluator either approves the Targeted Objective or provides feedback on revisions that must be made.

Questions and Answers for Teachers

Can I use the same assessment for my Class and Targeted Learning Objectives? In what situations should I choose a different assessment for the targeted objective?

Teachers may use the same assessment for their Class and Targeted Objectives. The Targeted Objective will target students beginning the course at a low level of preparedness and their performance on the end-of-course assessment will be of particular interest. In some situations, teachers use Targeted Objectives to target a subset of content standards they know represent specific learning needs of the target population. In these cases, an assessment focusing on these content standards in depth may be more appropriate. If the Targeted Objective does not target particular content standards, then the teacher should use the same assessment as the Class Objective, as it aligned to all of the course's content standards.

What would my Class Objective look like if I used two end-of-semester assessments instead of an end-of-course assessment aligned to all content standards?

You can find an example of this situation, along with other examples of Student Learning Objectives, in Appendix C.

If I change classes (switch students) at the semester or every so many weeks, how do I write Student Learning Objectives?

Schools and teachers have several options when considering how to handle classes that switch at semester. Of course, if all content standards are covered during one semester (as is often the case with courses like Economics, Government, etc.), teachers can set their SLOs for one semester. If it takes multiple semesters to cover all the course content standards (like World History, Chemistry, etc), but the students switch at semester, consider the following options:

1. Teachers can set two SLOs (Class and Targeted) each semester. This approach ensures that SLOs cover all content standards for the course. However, it does require that the teacher group their chosen class of students each semester into levels of preparedness, and an approved assessment for each semester. The scores for the two sets of SLOs would be averaged during summative scoring.
2. Teachers can set SLOs for only one semester. Teachers selecting this approach are encouraged to set SLOs in the second semester and use the most common assessment available. If the course is covered by a mandatory statewide assessment, the SLOs need to be set in the second semester using the mandatory End-of-Course-Assessment. Evaluators and teachers should work together to establish an adjusted timeline for setting, monitoring, and scoring SLOs.
3. Teachers can set SLOs around students they know they'll have all year. The students covered by the SLOs don't necessarily have to stay together in the same class period for the duration of the school year. If teachers can work with the guidance office to determine students who are planning to stay with them for the duration of the course and the school year, teachers can set SLOs around those students.

This is not an exhaustive list, but simply some methods schools and teachers can use to address this situation. Ultimately, evaluators should have a conversation with teachers to discuss which option works best in the local context, incorporating the values stressed through the local flexibility allowed within RISE.

Trimester schools can consider these same options, simply adjusting the timing to fit their context.

How do I write Student Learning Objectives if I do not teach a full class of students? For example, what if I am a special education teacher or an interventionist?

Your corporation should decide the specifics of how this works for your unique situation. Due to the unique breakdown of special education students assigned to a teacher, it will often be best for these teachers to set two Targeted Student Learning Objectives instead of one Class Objective and One Targeted.

For further guidance on how to structure measures of student learning for special education teachers, see special education guidance.[1]

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[1] http://www.doe.in.gov./sites/default/files/educator-effectiveness/special-education-guidance.pdf.

Setting Student Learning Objectives – Summary of Step 3

Class Objective

After completing the *Step 2: Identify and Approve Starting Points* Form, teachers account for their students' starting points and choose the proportion of students who must achieve mastery in order to earn each performance level. The teacher should ensure that the goal is ambitious and feasible for the students in their classrooms. The Class Objective is recorded on the *Class Objective Setting Form* (found in Appendix A).

Targeted Objective

A. After completing Step 2, the teacher performs the following steps:
- The teacher defines the targeted population with a particular set of needs, which must include those students beginning the course at a low level of preparedness.
- Based on the identified needs of the targeted students, the teacher chooses the content standards that the objective will address. This may be all of the content standards for a course, or a specific subset of content standards.
- The teacher determines the best assessment available for the targeted group of students and standards. The assessment must be approved.
- Based on student needs and available assessments, the teacher determines whether this objective should focus on growth, achievement, or both.

B. Using the answers to the above question, the teacher uses the *Targeted Objective Setting Form* (found in Appendix A) to write a single goal that addresses what it means to have achieved a "considerable impact on student learning" with the students and content targeted.

Approval of Student Learning Objectives

After a teacher records both Student Learning Objectives on the appropriate forms he or she is required to meet with his or her evaluator to discuss students' starting points, the evidence used to make these classifications, and the specific needs of students beginning with a low level of preparedness. In this meeting, the evaluator either approves the Student Learning Objectives or provides feedback on revisions that must be made. It is important to note that the evaluator may choose to discuss sand approve the Objectives in conjunction with the first required extended observation post-conference or Beginning-of-Year Conference. Evaluators are encouraged to approve all Student Learning Objectives by October.

Step 4: Tracking Progress and Refining Instruction

During the middle of the course, the teacher and evaluator should check-in regarding the teacher's progress toward the Student Learning Objectives. Again, this conversation may occur during an extended observation post-conference to save time. To facilitate the mid-course check-in, the evaluator may ask the teacher to complete and submit a *Mid-Course Check-in Form* (found in Appendix A) to the evaluator prior to the conference. Gathering this evidence mid-year will also help the evaluator in the scoring Domain 1 of the Teacher Effectiveness Rubric. This form encourages the teacher to gauge the current level of student learning by answering the following questions:

- How are your students progressing toward your Student Learning Objectives? How do you know?
- Which students are struggling/exceeding expectations? What are you doing to support them?
- What additional resources do you need to support you as you work to achieve your Student Learning Objectives?

The mid-course check-in is also an opportunity for the teacher to submit evidence of current student learning to his or her evaluator.   This evidence will typically focus on the formative data the teacher has collected to monitor students' progress towards the learning objectives.

Prior to the check-in, the evaluator will review the *Mid-Course Check-In Form* and any submitted student learning data, as well as notes from the approval process earlier in the year. Evaluators will not assign ratings to Student Learning Objectives mid-course. The purpose of this check-in is to add context to the teacher's observed performance and to enhance discussion of instructional strengths and areas for improvement as they pertain to student learning. The check-in also allows the evaluator to get to know the teacher's methods of monitoring and assessing student progress, and will help the evaluator support the teacher in his or her efforts to promote student learning.

Step 5: Reviewing Results and Scoring

At the end of the year, teachers compile available results of the assessment(s) used for the Class and Targeted Objectives and discuss these results during the summative conference. Some of the data from end-of-course assessments will not be available until the summer, thus postponing the timeline for discussion of Student Learning Objectives results until the following fall. Because the Class Objective is structured in a way that students' performance on the end-of-course assessment specifies exactly which performance rating a teacher receives, teachers only need to compile students' scores on the Class Objective assessment.

Rating the Targeted Objective requires more professional judgment on the part of the evaluator. For example, if the teacher's targeted students met the expectations set forth in the Targeted Objective (thus earning an Effective rating), then the evaluator must decide if students' performance on the assessment provides evidence that the teacher *exceeded* expectations (thus earning a Highly Effective rating); if the teacher's targeted students did not meet the expectations set forth in the Targeted Objective (thus earning an Ineffective), then the evaluator must decide if the students' performance on the assessment provides evidence that the teacher *almost met* expectations (thus earning an

Improvement Necessary rating). Consequently, in addition to compiling the results of the target population on the designated assessment, teachers should compile additional evidence of student learning that will help inform evaluators' decisions. This evidence might consist of additional graded student assessments, classwork, or student work products.

The teacher compiles and submits necessary evidence to the evaluator at least 48 hours (2 school days) prior to the summative conference. Prior to the conference, the evaluator reviews the submitted evidence and comes to a tentative final rating on the Targeted Learning Objective. During the conference, the evaluator and teacher discuss the results of the assessments used for the Learning Objectives, as well as the supplemental evidence regarding the Targeted Objectives. During this conference, the evaluator should ask any outstanding questions about student learning data. By the end of the conference, the evaluator should assign a final rating to the Targeted Objective and share the results with the teacher.

At this point, the teacher has received a separate rating for the Class and Targeted Objectives. The last step is to combine both ratings into a summative Student Learning Objectives score by multiplying each rating by its established weight. Because both Objectives are equally important, the weight assigned to each is 50%. After multiplying each Objective rating by its established weight, the weighted scores are summed to obtain the final, summative Student Learning Objectives score, as shown in the example below:

	Rating	x Weight	Weighted Score
Class Objective	2	x 0.50	1.0
Targeted Objective	3	x 0.50	1.5
		Total:	2.50

Questions and Answers for Teachers
Are there attendance requirements in order for a student's performance to be considered as part of the Objective?

It is not uncommon for students to begin the school year after Student Learning Objectives have been set or leave a school before taking the end-of-course assessments. Moreover, some students miss a substantial number of school days, making their inclusion in the final Student Objective scoring process questionable. Consequently, teachers should keep track of any student attendance issues that might interfere with the Student Learning Objective process. Evaluators and teachers should discuss these issues if they arise at both the mid-course and end-of-year conferences. Evaluators should use their professional judgment to account for unforeseen student attendance issues when scoring both Class and Targeted Objectives.

How are Student Learning Objectives scored when the results of the assessment used are not known until several weeks or months after the course ends?

When Student Learning Objectives are tied to state or off-the-shelf assessments that do not provide results until after the school year ends, teachers and evaluators should use their end-of-year conference to discuss the classroom observation components of RISE. Once the assessments results are made available, the evaluator and teacher must decide when to review the outcomes. In some situations, this will be in the summer, and in others, it will take place very early in the following school year.

Timeline and Checklist

Below is a general overview of the timeline of the Student Learning Objective process and checklists of each major section of the timeline with more details.

Student Learning Objectives in RISE

Prior to Start of School	Sept – Oct	Nov-April	May-Sept
Select Quality Assessments	**Student Starting Points and Write Student Learning Objectives**	**Track Progress and Refine Instruction**	**Review Results and Score**
• Schools consider assessment needs	• Teachers collect evidence to define students' starting points and set a Class Objective	• Teachers and evaluators discuss formative evidence of student learning and progress towards Objectives	• Teachers and evaluators review evidence and score Objectives
• Corporations pre-approve any assessments they created	• Teachers assess needs of target population and choose appropriate content and assessment for Targeted Objective	• Evaluators establish ways to support teachers' efforts to promote student learning	• Evaluators incorporate final Student Learning Objective scores into RISE summative rating
• Teachers and evaluators review and approve assessments created at the school or classroom level and establish content mastery scores	• Evaluators approve Objectives		

Approving Assessments and Creating Content Mastery Scores

Prior to discussion of Student Learning Objectives

The **teacher** should:

- ☐ Decide what is the best assessment available for a Class Objective as determined by the assessment hierarchy.
- ☐ Meet with other teachers of the same course or grade level (if applicable) to review common assessments for alignment, rigor and complexity, and format by completing the *Assessment Pre-Approval Form*. If no common assessment exists, when feasible, teachers and curriculum leaders should work to create one.
- ☐ For each assessment reviewed above, set a content mastery score and record on the *Assessment Pre-Approval Form*.
- ☐ Provide copies of the *Pre-Approval Forms* to the evaluator.

The **evaluator** should:

- ☐ Create an assessment matrix indicating the available assessments for all teachers. Share with faculty.
- ☐ If possible, meet with teacher teams as they review their assessments.
- ☐ Review *Pre-Approval Forms*, and approve or provide feedback for revisions.

After the school year:

- ☐ Review the common assessments used for Class Student Learning Objectives and make revisions when necessary. Assessments do not need to be reapproved unless significant changes were made.

Initial Student Learning Objective Approval:
Review and approve each teacher's Student Learning Objectives.

Prior to initial Student Learning Objective approval:

The **teacher** should:

☐ Determine the course which will be targeted by the Student Learning Objectives. When appropriate, this course should not be covered by Growth Model data.

☐ Collect evidence on students' starting points and classify each student's level of preparedness.

☐ Use students' starting points and the *Class Objective Setting Form* to determine the proportion of students who must achieve mastery in order to attain each performance level.

☐ Use students' starting points and the *Targeted Objective Setting* form*,* specify the target population, content standard(s), and assessment, and write the Targeted Learning Objective.

☐ Provide copies of the above forms to the evaluator at least 48 hours in advance of any discussion (2 school days).

The **evaluator** should:

☐ If possible, meet with teachers as they plan their Student Learning Objectives.

☐ If possible, review each teacher's evaluation of their students starting points and his/her Student Learning Objectives**.**

☐ If a teacher-created or teacher-obtained assessment is being used, review the assessment and scoring tool.

☐ Schedule the initial conference.

During Student Learning Objectives discussion:

1. Review and discuss the evidence of student starting points and the drafted Student Learning Objectives.
   a. If necessary, make any adjustments to the Student Learning Objectives.
2. If changes do not need to be made to the Student Learning Objectives, the evaluator may approve both by signing the *Evaluator Approval of Student Learning Objectives Form*.
3. Establish clear next steps for the evaluator and teacher after the approval.

*After Student Learning Objectives discussion***:**

☐ The teacher collects formative assessment data in order to monitor students' progress towards Student Learning Objectives, and adjusts instruction as necessary.

* It is recommended for time efficiency that all Student Learning Objective conferences, when possible, are scheduled in conjunction with observation or other conferences.

Mid-Course Check-In:
Review student learning data supplied by the teacher.

Prior to the mid-course check-in:

The **teacher** should**:**

☐ Collect important interim student learning data related to the Student Learning Objectives and complete the *Mid-Course Check-in Form*. Both should be submitted to the evaluator 48 hours before the review (2 school days).

The **evaluator** should:

☐ Schedule the mid-course check-in.
☐ Review the *Mid-Course Check-in Form* and examine all available formative student learning outcomes that relate to the Class or Targeted Learning Objective.

During the mid-course check-in:

Review the *Mid-Course Check-In Form* and available formative student learning data.   The evaluator should ask questions that will help him/her gauge the current level of student learning, as well discuss the ways in which he/she can support the teacher's efforts to promote academic achievement.

After the mid-course check-in:

The teacher should continue to monitor progress towards Learning Objectives, and the evaluator should follow through with the support strategies discussed in the mid-course check-in.

* It is recommended for time efficiency that all Student Learning Objective conferences, when possible, are scheduled in conjunction with observation or other conferences.

Summative Review:
Review student learning data, including the results of summative assessments, and determine scores for Student Learning Objectives.

Prior to summative review conference:

The **teacher** should**:**

☐ Collect all end-of-course assessment data used for the Class and Targeted Student Learning Objectives and record this data on the *End-of-Course Review Form*.
☐ Submit any additional information to help the evaluator judge the Targeted Objective. This might consist of additional graded student assessments, classwork, or student work products.
☐ Submit the *End-of-Course Review Form* 48 hours before the end-of-year review conference (2 school days).

The **evaluator** should:

☐ Schedule the summative review conference.
☐ Review the teacher's *End-of-Course Review Form.*
☐ Determine the overall Targeted Student Learning Objective score that best describes the learning of the teacher's students.

During summative review conference:

1. The evaluator and teacher review and discuss the student learning data and attainment of objectives.
2. The evaluator asks any outstanding questions about student learning data.
3. The evaluator finalizes and shares the overall Student Learning Objective score with the teacher, along with any rationale and summative feedback.

After summative review conference:

☐ The evaluator incorporates the Final Student Learning Objective score into the overall all RISE score. (See the RISE Handbook for more information on how to incorporate the Student Learning Objectives score into a final teacher rating.)

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.

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

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

Content Mastery Standard: A score on an assessment that a student must obtain in order be considered as having achieved mastery. The content mastery standard is typically between passing and 100%.

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

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

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

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

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

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

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

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

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

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives. These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

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

Summative Conference: A conference where the primary evaluator and teacher discuss summative student data results related to the scoring of Student Learning Objectives. This conference could happen in the spring or fall, depending on the availability of the data. It can be scheduled in conjunction with another conference.

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

Appendix A - Forms

Step 1: Pre-Approval for School Based Assessments

Grade Level/Subject: _____

Teacher(s): _____

Evaluator Name: _____

Directions: For any school based assessment used for class or targeted learning objectives, please complete the steps below. If a department of teachers is using a common assessment, only one copy should be turned in per assessment. (Please make sure all teachers using the assessment are listed above).

1) Using the IN course standards (https://learningconnection.doe.in.gov/Standards/About.aspx?art=11), identify which standards align to which questions/tasks on your assessment. Write/type standards next to assessment questions. Sub-standards or indicators may be summarized (ex. write *6.1 – Medieval*, rather than *6.1.3*). Use the *Standards Alignment and Coverage Check Chart* to summarize which questions are aligned to which standards and to ensure that each standard is covered by an appropriate number of questions. Attach this chart to this form.

2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting a higher-level of rigor. Attach this chart to this form.

3) Review the format of the assessment questions. Check for the following:
   - Are questions/tasks written clearly?
   - Are there a variety of types of questions/tasks?
   - Are the questions/tasks free of bias?
   - Are the questions appropriate for the subject/grade level?

4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:

5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Indiana content standards for this course?

Please return this form to your primary evaluator, along with a copy of the assessment(s) (aligned to standards), Assessment Rigor Analysis Chart, and any additional supporting materials (rubrics, scoring guides, etc).

Step 1: Standards Alignment and Coverage Check

Grade Level/Subject: _____

Teacher(s): _____

Directions: After aligning assessment to Indiana Academic and/or Common Core State Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Not all grade levels/content areas will have 12 standards total; only fill in the total number of standards that apply. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		
Standard 7		
Standard 8		
Standard 9		
Standard 10		
Standard 11		
Standard 12		

Step 1: Assessment Rigor Analysis – Depth of Knowledge (DOK)

Grade Level/Subject: _____

Teacher(s): _____

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the…. Find the meaning of...? Which is true or false...?	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will….	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of…. Can you illustrate the concept of…? Apply the method used to determine...? What might happen if….? Use evidence to support….	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that….	

Adapted from: *Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006.* http://www.wcer.wisc.edu/WAT/index.aspx *and UW Teaching Academy* http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm

Step 1: Assessment Approval Checklist for School-based Assessments

Grade Level/Subject: _____

Teacher(s): _____

Evaluator Name: _____

Criterion	Considerations (Check all that apply.)
Alignment and Stretch	☐ *Items/tasks cover key subject/grade-level content standards.* ☐ *Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life.* ☐ *Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course* ☐ *Items/tasks that are more complex weigh more than less complex items*
	Evidence/Feedback
Rigor and Complexity	☐ *Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g., at right level of DOK and correct reading level)* ☐ *Many items/tasks require critical thinking and application* ☐ *Multiple-choice questions are appropriately rigorous or complex (e.g. multistep)* ☐ *Key content standards are assessed at greater depths of understanding and/or complexity*
	Evidence/ Feedback
Format Captures True Mastery	☐ *Items/tasks are written clearly.* ☐ *The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders* ☐ *Some standards are assessed across multiple items/tasks* ☐ *Item types and length of the assessment are appropriate for the subject/grade level* ☐ *Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery*
	Evidence/ Feedback

The content mastery score represents a rigorous target for student achievement based on the assessment ☐

☐ I approve of this assessment/task and any accompanying rubrics without further change.

☐ Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Step 2: Identify and Approve Student Starting Points

Grade Level/Subject: _____

Teacher(s): _____

Evaluator Name: _____

Level of Preparedness….	Evidence Collected & Cut Scores Used	Possible Sources of Evidence

High
(*students prerequisite skills or knowledge are ahead of where they need to be starting this course*)
		- Results from beginning of course (BOC) **diagnostic tests or performance tasks** (e.g., a department-compiled BOC test; the first interim assessment)
		
		- Results from prior tests that assess knowledge and skills that are pre-requisite to the current subject/grade.
		    o Overall scale scores
		    o Sub-scores
		    o Performance levels
		    o Percent correct
		
		- Results **can come from tests of the same or different subjects**, as long as the test assessed pre-requisite knowledge and skills

Medium (*students prerequisite skills or knowledge are where they need to be starting this course*)		
Low (*students prerequisite skills or knowledge are below where they should be starting this course*)		

[ ] Teacher has appropriately assessed students' starting points.

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Step 3: Set Student Learning Objective (Class)

Teacher(s): _____

Grade Level/Subject/Period: _____

Pre-Work: Step 1	Approved Assessment	Assessment:
	Approved Mastery Score	Score:
Pre-Work: Step 2	Level of Student Preparedness	High – Medium - Low -

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Class Objective Rubric	Based on students' starting points, the teacher moved an exceptional number of students to achieve content mastery.	Based on students' starting points, the teacher moved a significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved a less than significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved few students to achieve content mastery.
Class Objective Defined				

Use the following directions to write your class learning objective:

1) Complete the Pre-Work section using information from Step 1 and Step 2 approved forms
2) Look at numbers of students in the different Levels of Preparedness. Use the following guidance to determine what # or % of students at each level will achieve the content mastery score determined in Step 1:
   - A "Highly Effective" teacher should have all students in the high and medium levels of preparedness and most of the students in the low level of preparedness achieve content mastery.
   - An "Effective" teacher should have all students in the high level, almost all students in the medium level, and many students in the low level of preparedness achieve content mastery.
   - An "Improvement Necessary" teacher should have most students in the high and medium, and few students in the low level of preparedness achieve content mastery.
   - An "Ineffective" teacher should have few or no students in the high, medium, and low level of preparedness achieve content mastery.
3) Draft objective across performance levels (*Ex. "Effective": 80% of students will score an 85/100 or above on the end of course assessment; "Highly Effective": 90% of students will score an 85/100 or above, etc*)

Step 3: Set Student Learning Objective (Targeted)

Teacher(s): _____

Grade Level/Subject/Period: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Targeted Objective Rubric	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.	The teacher has not fully met the expectation described in the Student Learning Objective, but has demonstrated some impact on student learning.	The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.
Targeted Objective Defined	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 Targeted IN Content Standards: Approved Assessment: Growth and/or Achievement Goal:			

Use the following directions to write your targeted learning objective:

1. The targeted learning objective should be directed at students who start the course at the lowest level of preparedness. These students were identified in Step 2. If no students are categorized in this level, the teacher should choose another sub-group of students to target.
2. The objective may cover all content standards, or a specific subset of content standards. Based on the identified needs of the chosen student population, specify the content standards you will address with this objective.
3. Determine the best assessment(s) you have available for the specified group of students and standards. Make sure the assessment meets the approval criteria and that an evaluator has signed off on its use.
4. Based on student needs and available assessments, determine whether this objective should focus on growth, achievement, or both. Like the class objective, it can be a mastery goal adjusted for students' starting points.
5. Draft objective based on what it means to be "effective" in this context. In other words, what does it meant to have achieved "significant mastery or progress" with this group of students? *(Ex. Identified students will master the specified course "power" objectives on the end of course assessments)*

Step 3: Evaluator Approval of Student Learning Objectives

Teacher(s): _____

Evaluator: _____

Class Learning Objective Assessment: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Class Learning Objective				

Evaluator Feedback:

☐ Class Learning Objective Approved

Targeted Learning Objective Assessment: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 Targeted IN Content Standards: Growth and/or Achievement Goal:			

Evaluator Feedback:

☐ Targeted Learning Objective Approved

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Step 4: Mid-Course Check-in (Optional)

Teacher: _____

Grade Level/Subject/Period: _____

Evaluator: _____

Date of mid-course progress check-in: _____

In preparation for the mid-course progress check-in, please complete this questionnaire and submit it to your evaluator **at least two school-days before the check-in**. Your honesty is appreciated and will encourage a productive conversation about your students' performance and areas for improvement. You may attach your responses to this form or write them here directly.

1) How are your students progressing toward your Student Learning Objectives? How do you know?

2) Which students are struggling/exceeding expectations? What are you doing to support them?

3) What additional resources do you need to support you as you work to achieve your Student Learning Objectives?

4) Are there any student attendance issues substantial enough to affect your Student Learning Objectives?

Please return this form to your primary evaluator, along with any interim student learning data related to the Student Learning Objectives you would like to discuss during the check-in at least two school days prior to the date of the check-in.

Step 5: End-of-Course Review

Teacher: _____

Grade Level/Subject/Period: _____

Evaluator: _____

Date of end-of-course progress check-in: _____

In preparation for our end-of-course review, please complete this form and submit it to your evaluator **at least two school-days before the conference**.

Class Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
What was your Class Learning Objective?				

Content Mastery Standard	Number of Students Who Achieved Mastery	Number of Students in Course	Percentage of Students Who Achieved Mastery

Based on the above table and your Class Student Learning Objective, indicate your appropriate performance level

Ineffective [　]   Improvement Necessary [　]   Effective [　]   Highly Effective [　]

1) Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your Class Objective?

Targeted Learning Objective	What was your Targeted Objective Learning Objective?

Did your students meet this objective?   Met Objective [ ]   Did Not Meet Objective [ ]

1) Describe the evidence used to determine whether your students either met or did not meet the Targeted Objective.

2) If your students did not meet the Targeted Objective, discuss additional evidence indicating that students may have made some academic progress. If your students did meet the Targeted Objective, discuss evidence indicating that students may have made outstanding academic progress. Whenever possible, attach copies of the evidence discussed to this form.

3) Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your Targeted Objective?

Appendix B – Mastery Standards for State Tests and Common Corporation Assessments

Test	Grade(s)	Subject(s)	Mastery Standard
ISTEP+/IMAST*	3	Math/ELA	"Pass"
	4, 6	Science	
	5, 7	Social Studies	
ECA	8-9	Algebra I	"Pass"
	9	Biology 1	
	10	English 10	
LAS Links	K-12	ESL	See guidance below
mCLASS	K-2	Math/ELA	See guidance below

* ISTEP+ 4-8 ELA/math is not included above because teachers should use non-growth model classes for Student Learning Objectives. The exceptions to this rule are teachers who *only* teach subjects with growth model data (ex. 7th grade English teacher or 8th grade math teacher). See page 12 for further guidance

For the tests below, use students' starting points to identify specific numbers for each performance level.

LAS Links

- **Highly Effective:** Most to all students who previously scored a level 1 or 2 increase their overall score by at least one level. Some students who previously scored a level 3 or above increase their overall score by at least one level. No students show a decrease in their overall score*.
- **Effective:** Many students who previously scored a level 1 or 2 increase their overall score by at least one level. Students who previously scored a level 3 or above either maintain or increase their overall score by at least one level. Few, if any, students show a decrease in their overall score.
- **Improvement Necessary:** Some students who previously scored a level 1 or 2 increase their overall score by at least one level. Most students who previously scored a level 3 or above, maintain or improve their overall score. Some students show a decrease in their overall score.
- **Ineffective:** Few, if any, students increase their overall score and/or many students decrease their overall score.

* Note: Caution must be exercised for students in grades 2, 4, 6 and 9 as the assessment form changes in these years. Consequently, it may be more difficult for students to maintain or increase their proficiency level.

mCLASS

IMPORTANT Note: Further clarification of expected student progress on mCLASS is currently under consideration, and updated guidance is anticipated by early- to mid-September. The current definitions of *Highly Effective*, *Effective*, *Improvement Necessary*, and *Ineffective* are indicated below for mCLASS.

- **Highly Effective:** Most to all students increase one color level between the fall (BOY) and spring (EOY) test administration. No students decrease a color level.
- **Effective:** Many students increase one color level between the fall and spring test administration. No students decrease a color level.
- **Improvement Necessary:** Only some students increase one color level between the fall and spring test administration and/or some students decrease a color level.
- **Ineffective:** Few to no students increase one color level between the fall and spring test administration and/or many students decrease a color level.

Appendix C – Sample Student Learning Objectives

Example 1: Kindergarten – 2nd Grade Teacher

Teacher(s):   *Kindergarten, 1st Grade, 2nd Grade*

Pre-Work: Step 1	**Approved Assessment**	Assessment: *mCLASS*		
	Approved Mastery Score	Score:		
Pre-Work: Step 2	**Level of Student Preparedness**	High – *5 (Green on Fall mCLASS)* Medium – *7 (Yellow on Fall mCLASS)* Low – *3 (Red on Fall mCLASS)*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 8 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.*	*At least 6 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.*	*At least 4 or 10 red or yellow students increase one color level between the fall and spring test. Almost no student's level decreases.*	*Fewer than 4 of 10 students increase one color level and/or many students decrease in level between the fall and spring test.*

Pre-Work: Step 1	**Approved Assessment**	Assessment: *Classroom Reading Assessment*		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): *3 Students*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 *3 Students* Targeted IN Content Standards: *Standard 1 – Reading: Word Recognition, Fluency and Vocabulary Development* Growth and/or Mastery Goal: *All 3 students will increase their reading proficiency by at least one level between the beginning and end of year*			

Example 2: 5th or 7th Grade Social Studies Teacher

Teacher(s): *5th or 7th Grade Social Studies Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: *Social Studies ISTEP+*		
	Approved Mastery Score	Score: *Pass*		
Pre-Work: Step 2	Level of Student Preparedness	High – *3* Medium - *15* Low - *5*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 21 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.*	*At least 19 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.*	*At least 12 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.*	*Fewer than 12 out of 23 students achieve a Pass or Pass + on the Social Studies ISTEP+ Assessment.*

Pre-Work: Step 1	Approved Assessment	Assessment: *Historical Document Analysis Rubric*		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): *5 Students*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 *5 Students* Targeted IN Content Standards: *Standard 1 – History: Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research* Growth and/or Mastery Goal: *3 out of 5 targeted students will achieve a score of 5 or higher on the Historical Document Analysis Rubric.*			

Example 3: 4th or 6th Grade Science Teacher with Tiered Targeted Objective

Teacher(s): *4th or 6th Grade Science Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: ***Science ISTEP+***		
	Approved Mastery Score	Score: ***Pass***		
Pre-Work: Step 2	Level of Student Preparedness	High – *3* Medium - *10* Low - *10*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 19 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.*	*At least 15 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.*	*At least 11 of 23 students will achieve a Pass or Pass+ on the Science ISTEP+ Assessment.*	*Fewer than 11 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.*

Pre-Work: Step 1	Approved Assessment	Assessment: ***Science Reading Assessment***		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): ***10 Students***		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 ***10 Students*** Targeted IN Content Standards: ***Reading for Literacy in Science Standards*** Growth and/or Mastery Goal: ***4 targeted students classified as ELL will correctly answer questions with key Science vocabulary as identified on the word wall; 4 of 6 other targeted students will achieve a score of 15 out of 20 or higher on the Science Reading Assessment.***			

Example 4: Elementary Music Teacher

Teacher(s): *Elementary Music Education Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: *Teacher Created Rubric Assessment*		
	Approved Mastery Score	Score: *6 out of 9 Rubric Points*		
Pre-Work: Step 2	Level of Student Preparedness	High – *5* Medium - *12* Low - *4*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 20 out of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.*	*At least 18 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.*	*At least 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.*	*Fewer than 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.*

Pre-Work: Step 1	Approved Assessment	Assessment: *Music Reading Assessment*		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): *4 Students*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 *4 Students* Targeted IN Content Standards: *Standard 5 – Responding to Music: Reading, Notating and Interpreting Music* Growth and/or Mastery Goal: *3 out of 4 targeted students will achieve a score of 20 out of 25 or higher on the Music Reading Assessment.*			

Example 5: Elementary English Language Learner

Teacher(s): *Elementary English Language Learner (ELL)*

Pre-Work: Step 1	Approved Assessment	Assessment: *LAS Links Assessment*		
	Approved Mastery Score	Score: *Maintain or increase proficiency level, depending on starting point.*		
Pre-Work: Step 2	Level of Student Preparedness	High – *1 student at Proficiency Level 4* Medium - *3 students at Proficiency Level 3* Low – *4 students at Proficiency Level 1 or 2*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 6 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.*	*At least 5 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.*	*At least 3 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.*	*Fewer than 3 English Learner Students maintained or increased one or more proficiency levels on the LAS Links assessment.*

Pre-Work: Step 1	Approved Assessment	Assessment: *LAS Links Assessment*		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): *4 Students*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 *4 Students* Targeted IN Content Standards: *Standard 7, Listening and Speaking: Skills, Strategies and Applications* Growth and/or Mastery Goal: *3 out of 4 targeted students will increase one or more proficiency levels on the Speaking portion of LAS Links.*			

Example 6: Middle School ELA Teacher

Teacher(s):   *Middle School English Language Arts Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: *English Language Arts ISTEP+*		
	Approved Mastery Score	Score: *Pass*		
Pre-Work: Step 2	Level of Student Preparedness	High – *2* Medium - 8 Low - *12*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 17 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.*	*At least 14 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.*	*At least 8 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.*	*Fewer than 8 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.*

Pre-Work: Step 1	Approved Assessment	Assessment: *English Language Arts ISTEP+, Writing Applications Rubric*		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): *12 Students*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 *12 Students* Targeted IN Content Standards: *Standard 4: Writing Process and Features, Standard 5: Writing Applications, Standard 6: Writing English Language Conventions* Growth and/or Mastery Goal: *3 of 4 targeted students classified as ELL and 2 of 4 targeted students with IEPs will achieve a score of 3 or higher using the ISTEP+ Writing Applications rubric. Remaining targeted students will score a 4 or higher.*			

Example 7: High School 10th Grade English Teacher

Teacher(s):   *10th Grade English*

Pre-Work: Step 1	Approved Assessment	Assessment: *ECA (End of Course Assessment)*		
	Approved Mastery Score	Score: *Pass*		
Pre-Work: Step 2	Level of Student Preparedness	High – *3* Medium - *17* Low - *6*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 24 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.*	*At least 21 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.*	*At least 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.*	*Fewer than 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.*

Pre-Work: Step 1	Approved Assessment	Assessment: *Oral Reading Fluency Assessment*		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): *6 Students*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 *6 Students* Targeted IN Content Standards: *Standard 1: Word Recognition, Fluency, and Vocabulary Development* Growth and/or Mastery Goal: *4 out of 6 targeted students will increase an average of 10 words per minute over their baseline median score on the Oral Reading Fluency Assessment.*			

Example 8: High School AP Chemistry Teacher

Teacher(s):   *AP Chemistry Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: *AP Chemistry Exam*		
	Approved Mastery Score	Score: *3*		
Pre-Work: Step 2	Level of Student Preparedness	High – *11* Medium - *9* Low - *0*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 20 of 20 students achieve a score of 3 or higher on the College Board Exam.*	*At least 17 of 20 students achieve a score of 3 or higher on the College Board Exam.*	*At least 14 of 20 students achieve a score of 3 or higher on the College Board Exam.*	*Fewer than 14 of 20 students achieve a score of 3 or higher on the College Board Exam.*

Pre-Work: Step 1	Approved Assessment	Assessment: *School Created Advanced Stoichiometry Assessment*		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): *No students in this bucket. Medium: 9 students*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 *No students in this bucket due to pre-requisite for course enrollment. Target 9 medium level students.* Targeted IN Content Standards: *Standard 4: Reactions and Stoichiometry* Growth and/or Mastery Goal: *All targeted students will achieve a score of 12 out of 15 or higher on the Advanced Stoichiometry assessment.*			

Example 9: High School 11th Grade U.S. History Teacher

Teacher(s): *11th Grade U.S. History Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: *Department Created End of Course Assessment*		
	Approved Mastery Score	Score: *65 out of 80 or 81%*		
Pre-Work: Step 2	Level of Student Preparedness	High – *5* Medium - *10* Low - *10*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 21 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.*	*At least 19 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.*	*At least 15 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.*	*Fewer than 15 of 25 students achieve a score of 65 out of 80 on the End of Course Assessment.*

Pre-Work: Step 1	Approved Assessment	Assessment: *Department Created End of Course Assessment*		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): *10 Students*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 *10 Students* Targeted IN Content Standards: *Common Core State Standards for Literacy in History/Social Studies* Growth and/or Mastery Goal: *8 out of 10 targeted students will correctly answer at least 12 of 15 questions targeting Common Core Literacy Standards for History/Social Studies on the End of Course Assessment.*			

Example 10: High School Drama Teacher

Teacher(s):   *High School (9-12) Theatre Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: *Classroom Teacher Created End of Course Assessment*		
	Approved Mastery Score	Score: *85 out of 100 or 85%*		
Pre-Work: Step 2	**Level of Student Preparedness**	High – *6* Medium – *15* Low - *3*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 23 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.*	*At least 20 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.*	*At least 16 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.*	*Fewer than 16 of 24 students achieve a score of 85 out of 100 on the End of Course Assessment.*

Pre-Work: Step 1	Approved Assessment	Assessment: *Student Performance Rubric*		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): *3 Students*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 *3 Students* Targeted IN Content Standards: *Standard 6 (Students create scripts and theatre pieces through collaboration, inquiry, and improvisation) and Standard 8 (Students develop acting skills through observation, improvisation, and script analysis.* Growth and/or Mastery Goal: *2 out of 3 targeted students will achieve a score of 4 out of 6 or higher on the Student Performance Rubric assessing student mastery of Indiana Academic Theatre Standards 6 and 8.*			

Example 11: Teacher with Two Semester Exams

Teacher(s):   *High School (9-12) Geometry Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment 1: **Geometry Semester 1 Final Exam** Assessment 2: **Geometry Semester 2 Final Exam**		
	Approved Mastery Score	Score 1: **Semester 1 Exam = 87/100** Score 2: **Semester 1 Exam = 82/100**		
Pre-Work: Step 2	**Level of Student Preparedness**	High – *7* Medium – *13* Low - *5*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 22 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam* *AND* *At least 22 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.*	*At least 19 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam* *AND* *At least 19 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.*	*At least 16 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam* *AND* *At least 16 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.*	*Fewer than 16 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam* *AND* *Fewer than 16 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.*

Pre-Work: Step 1	Approved Assessment	Assessment 1: **Geometry Semester 1 Final Exam** Assessment 2: **Geometry Semester 2 Final Exam**		
Pre-Work: Step 2	**Level of Student Preparedness**	Low (pulled from class above): *5 Students*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 *5 Students* Targeted IN Content Standards: *MA.G.8 2000 - Mathematical Reasoning and Problem Solving* Growth and/or Mastery Goal: *3 out of 5 targeted students will answer at least 6 of 10 problem-solving questions correctly on EACH end of semester exam.*			

Example 12: Speech and Language Pathologist with Two Targeted Goals*

Teacher(s): *Elementary Speech and Language Pathologist*

Pre-Work: Step 1	Approved Assessment	Assessment: *Stephens Oral Language Screening Test (SOLST)*		
Pre-Work: Step 2	Level of Student Preparedness	Low : *The 12 students who have/er/ as a targeted error*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: *12 students* Targeted IN Content Standards: *2nd Grade ELA Standard 7.6: Speak clearly and at an appropriate pace for the type of communication (such as informal discussion or a report to the class)* Growth and/or Achievement Goal: *All 12 students will improve their number of correct responses on the assessment by 4 between the beginning and end of the year.*			

Pre-Work: Step 1	Approved Assessment	Assessment: *Stephens Oral Language Screening Test (SOLST)*		
Pre-Work: Step 2	Level of Student Preparedness	Low : *The 7 students who scored less than or equal to 60% on the SOLST test for abstract language*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: *7 students* Targeted IN Content Standards: *6th grade ELA Standard 1: Increase semantic language skills by comprehending and utilizing abstract language (idoms, figurative language phrases) during a variety of activities* Growth and/or Achievement Goal: *5 out of 7 students will improve their comprehension and utilization of abstract language by 80% or greater as measured on Stephens Oral Language Screening Test*			

*Speech and Language Pathologists can use either two Targeted, or a Class and a Targeted objective to best meet the needs of their students.

Example 13: Special Education Teacher with Two Targeted Goals*

Teacher(s): *Jr. High SPED teacher, Life Skills classroom*

Pre-Work: Step 1	Approved Assessment	Assessment: *Kauffman test of Educational Achievement (K-TEA II). The two reading sections used are: Letter and Word recognition and Reading Comprehension.*		
Pre-Work: Step 2	Level of Student Preparedness	Low : *The 8 students in my class reading at a 3.4 or lower on the Kauffman Test of Educational Achievement (K-TEA II)*		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: **8 students** Targeted IN Content Standards: **2nd grade ELA Standard 2.4: "Ask and respond to questions (when, where, why, what, if, how) to aid comprehensive about important elements of informational texts."** Growth and/or Achievement Goal: **5 out 8 students will increase their overall reading proficiency by a grade level between the beginning and end of the year.**			

Pre-Work: Step 1	Approved Assessment	Assessment: *Common Corporation assessment for identification of coins*		
Pre-Work: Step 2	Level of Student Preparedness	Low : *The 6 students in my class who cannot identify coins, measured by beginning-of-course diagnostic assessments*		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: **6 students** Targeted IN Content Standards: **2nd grade Math Standard 5.12: Find the value of a collection of pennies, nickels, dimes, quarters, half-dollars, and dollars.** Growth and/or Achievement Goal: **4 out of 6 students will accurately identify all coins on the end-of-course common corporation assessment.**			

*Special Education teachers can use either two Targeted, or a Class and a Targeted objective to best meet the needs of their students. While the special education examples in this handbook highlight the use of two Targeted objectives, certainly some special education teachers will find the use of the Class objective more appropriate.

Example 14: Special Education Teacher with Two Targeted Goals*

Teacher(s): *High School Resource Room teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: *Algebra 1 ECA*		
Pre-Work: Step 2	Level of Student Preparedness	Low : *My 10 students enrolled in Algebra 1*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: *10 students* Targeted IN Content Standards: *All Algebra 1 standards* Growth and/or Achievement Goal: *7 out of the 10 students will pass Algebra 1 ECA (This goal has been discussed with their Algebra 1 teachers as well. We have the same expectations for these students)*			

Pre-Work: Step 1	Approved Assessment	Assessment: *Common school assessment for standard MA.8.7.3 2000 and MA.8.7.4 2000 (administered in December)*		
Pre-Work: Step 2	Level of Student Preparedness	Low : *My 5 students enrolled in Geometry*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	*Met goal or otherwise demonstrated significant student mastery or progress*	*Did not fully meet goal, but showed some student mastery or progress.*	*Did not meet goal, little to no student mastery or progress.*
Step 3: Targeted Learning Objective	Targeted Population: *5 students* Targeted IN Content Standards: *8th Grade Math Standard 8, sub-standards 3 and 4: 3 – Decide when and how to break a problem into simpler parts, and 4 – Apply strategies and results from simpler problems to solve more complex problems (We are targeting these 8th grade standards based on results from our beginning-of-year diagnostic assessment, which demonstrated weaknesses for my students in these skills, and the geometry teachers feel that these skills are very important to success in their course)* Growth and/or Achievement Goal: *4 out of 5 students will get a 70% or higher on the common school assessment for these standards*			

*Special Education teachers can use either two Targeted, or a Class and a Targeted objective to best meet the needs of their students. While the special education examples in this handbook highlight the use of two Targeted objectives, certainly some special education teachers will find the use of the Class objective more appropriate.

Resource D

Standard for Success

Use the link below to access this document

This is a website used for data input of all evaluations.

Resource E

Special Education Indiana Teacher

Effectiveness Rubric

Following this page is the
Special Education Indiana Teacher
Effectiveness Rubric
(22 pages)

Special Education

INDIANA TEACHER EFFECTIVENESS RUBRIC 2011-2012

DOMAIN 1: PURPOSEFUL PLANNING

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

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

2

1.4	Create Objective-Driven Lesson Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: -Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction -Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Based on unit plan, teacher plans daily lessons by: -Identifying lesson objectives that are aligned to state content standards -Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives -Designing formative assessments that measure progress towards mastery and inform instruction *-Instruction based on IEP goals* *-Evidence that the IEP is being implemented across all settings*	Based on unit plan, teacher plans daily lessons by: -Identifying lesson objectives that are aligned to state content standards -Matching instructional strategies and activities/assignments to the lesson objectives **Teacher may *not*:** -Design assignments that are meaningful or relevant -Plan formative assessments to measure progress towards mastery or inform instruction	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments
1.5	Track Student Data and Analyze Progress	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: -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	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 *-Teacher monitors progress on goals* *-Services are implemented as identified in IEP*	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	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

3

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2:1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop Student Understanding and Mastery of Lesson Objectives	*For Level 4, all of the evidence listed under Level 3 is present, 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	-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 *-Lesson plan that incorporates differentiated instruction for all levels of instruction/student needs.* *-Clearly identified objective* *-TOR identifies relationship between lesson and IEP goals*	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	-Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson -There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students -Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important -There may be no effort to connect objective to prior knowledge of students -Lesson is disorganized and does not lead to mastery of objective

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc.). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

4

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2:2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, all of the evidence listed under Level 3 is present, 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 other's 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	-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 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 may deliver content that is factually incorrect -Explanations may be unclear or incoherent and fail to build student understanding of key concepts -Teacher continues with planned instruction, even when it is obvious that students are not understanding content -Teacher does not emphasize main ideas, and students are often confused about content -Teacher fails to use developmentally appropriate language

Notes:

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

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

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

5

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2:3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage Students in Academic Content	*For Level 4, all of the evidence listed under Level 3 is present, 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	-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 -Teacher sustains the attention of the class by maintaining a dynamic presence -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) *-Evidence of use of Peer Reviewed and/or Research based strategies*	-Fewer than ¾ 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 -Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	-Fewer than ½ 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

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 not be 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 or district-wide PD sessions.

6

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2:4: Check for Understanding	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -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 checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding -Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly -Teacher uses a variety of methods to check for 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 sometimes checks for understanding of content, but misses several key moments -Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly -Teacher may not use a variety of methods to check for understanding, when doing so would be helpful -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 mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning	-Teacher rarely or never checks for Understanding of content, or misses nearly all key moments -Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson -Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer -Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students -Teacher rarely or never assesses for mastery at the end of the lesson

Notes:
1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice
2. Examples of how the teacher may assess student understanding and mastery of objectives:
      Checks for Understanding: thumbs up/down, cold-calling
      Do Nows, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5:	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
Modify Instruction As Needed	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -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 makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students -Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs -Teacher responds to misunderstandings with effective scaffolding techniques -Teacher doesn't give up, but continues to try to address misunderstandings with different techniques if the first try is not successful	-Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students -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 rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students -Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques -Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6:	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
Develop Higher Level of Understanding through Rigorous Instruction and Work	*For Level 4, all of the evidence listed under Level 3 is present, 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)	-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	-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) -Teacher may not always use questioning as an effective tool to increase 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	-Lesson is not aligned with developmental level of students (may be too challenging or too easy) -Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. -Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. -Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

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

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

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

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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: Maximize Instructional Time	Teacher is highly effective at maximizing instructional time *For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -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 -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 *-Master schedule of service delivery* *-Effectively manages instructional resources*	Teacher needs improvement at maximizing instructional time -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 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 -Some may frequently arrive late (unexcused) for class without consequences -Teacher may frequently start class late -There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times -There are significant periods of time in which students are not engaged in meaningful work -Even with significant prompting, students frequently do not follow directions and are off-task -Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson -Classroom management is generally poor and wastes instructional time

Notes:
1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8:	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
Create Classroom Culture of Respect and Collaboration	*For Level 4, all of the evidence listed under Level 3 is present, 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	-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 opinion *-Evidence of instruction on behavior goals across all settings* *-Evidence of implementation of positive behavior management plan* *-Environmental supports are in place*	-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	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior -Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention -Teacher rarely or never praises positive behavior -Teacher rarely or never addresses negative behavior

Notes:

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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9:	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for academic success.
Set High Expectations for Academic Success	*For Level 4, all of the evidence listed under Level 3 is present, 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 -Students comments and actions demonstrate that they are excited about their work and understand why it is important	-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 displays high quality academic work	-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	- 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

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

DOMAIN 3: TEACHER LEADERSHIP

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: -Seek out leadership roles -Go above and beyond in dedicating time for students and peers outside of class	Teacher will: -Contribute ideas and expertise to further the school's mission and initiatives -Dedicate time efficiently, when needed, to helping students and peers outside of class	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	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers
3.2	Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: -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	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	Teacher will: -Participate in occasional opportunities to work with and learn from others Teacher may *not*: -Seek to provide other teachers with assistance when needed OR -Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player

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3.3	Seek Professional Skills And Knowledge	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	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	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	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	Advocate for Student Success	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: -Display commitment to the education of all the students in the school -Make changes and take risks to ensure student success	Teacher will: -Display commitment to the education of all his/her students -Attempts to remedy obstacles around student achievement -Advocate for students' individualized needs -*Appropriate Gen Ed teachers have copies of IEP's*	Teacher will: -Display commitment to the education of all his/her students Teacher may *not*: -Advocate for students' needs	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	Engage Families in Student Learning	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	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	Teacher will: -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	Teacher rarely or never reaches out to parents and/or frequently does not respond to contact from parents

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Core Professionalism Rubic

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

Indicator		Does Not Meet Standard	Meets Standard	
1	Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	*-Article 7 compliance timelines* *-Adheres to Special Ed policies*
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	*-Maintains confidentiality of student records and information*

Resource F

Professional School Counselor Effectiveness Rubric

Following this page is the
John Glenn School Corporation
Professional School Counselor Effectiveness Rubric
(9 pages)

John Glenn School Corporation Professional School Counselor Effectiveness Rubric

I. Overview
II. Effectiveness Rubric

III. Summary and Rating

Overview

What is the purpose of the Professional School Counselor Rubric?
The School Counselor Rubric was developed for three key purposes:

- **To shine a spotlight on great school counselors**: The rubric is designed to assist principals in their efforts to increase school counselor effectiveness.
- **To provide clear expectations for school counselors**: The rubric defines and prioritizes the actions that effective school counselor use to achieve gains in student achievement, and personal, social, and career development.
- **To support a fair and transparent evaluation of effectiveness**: The rubric provides the foundation for accurately assessing effectiveness along four domains.

Who developed the Professional School Counselor Effectiveness Rubric?
A representative group of counselors, administrators, and leaders from other youth-serving organizations, along with IDOE, contributed to the development of the rubric.

What research and evidence support the Professional School Counselor Effectiveness Rubric?

- American School Counselor Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistant Services, Article 4
- California Carmel Unified School District Evaluation
- Missouri School Counselor Evaluation
- New Hampshire School Counselor Evaluation
- North Carolina School Counselor Evaluation
- Centinela Valley Union High School District
- Indiana Program Standards for School Counselors
- Indiana Student Standards

How is the Professional School Counselor Effectiveness Rubric organized?

The rubric is divided into four domains.

- Domain 1: Academic Achievement
- Domain 2: Student Assistant Services
- Domain 3: Career Development
- Domain 4: Professional Leadership

Discrete indicators within each domain target specific areas that effective professional school counselors must focus upon.

How do we weigh different parts of the framework?

In reviewing the current research during the development of the professional school counselor rubric, the goal was not to create a school counselor evaluation tool that would try to be all things to all people. As such, the rubric focuses on evaluating the effectiveness of the school counselor through observable and data driven actions.

What is the process to use the Professional School Counselor Effectiveness Rubric?

- For any given indictor, the school counselor may receive a score of 1 through 4 (4 being highly effective).
- The school counselor will self-reflect and indicate level of performance in each area.
- Discussion of each area will take place between the administrator and school counselor. Supporting data may be presented.
- The administrator will complete the final evaluation in conference with the school counselor.
- The comment section may be used to explain any N/O (not observed) ratings.
- A written summary may also be attached.

How do I ensure the effective implementation of the Professional School Counselor Effectiveness Rubric?

Even the best School Counselor Evaluation tool can be undermined by poor implementation. Successful implementation of the Professional School Counselor Effectiveness Rubric will require a focus on four core principles (modified from The new Teacher Project's *The Widget Effect*, 2009):

1. **Training and Support**: Administrators responsible for the evaluation of school counselors must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2**. Accountability**: The differentiation of school counselor effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution**: If the rubric is implemented effectively, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of school counselors must be monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making**: Results from the school counselor evaluation must be fully integrated with other district systems and policies and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which school counselors receive tenure, how school counselors are assigned, retained, compensated and advanced, what professional development school counselors receive, and when and how school counselors are dismissed.

Friendly Disclaimer:

This is a working draft of the Professional School Counselor Effectiveness Rubric that is still in the process of revision and change. This rubric will undergo a pilot with input from administrators and counselors from around the state.

DOMAIN 1: ACADEMIC ACHIEVEMENT

DOMAIN 1: ACADEMIC ACHIEVEMENT School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.	
1.3	The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists *all* students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	
1.4	The school counselor engages all students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	
1.5	The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	
1.6	The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides *all* students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	

DOMAIN 2: STUDENT ASSISTANCE SERVICES
School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
2.1	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	
2.2	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.	
2.3	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	
2.4	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	

DOMAIN 3: CAREER DEVELOPMENT School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
3.1	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.	
3.2	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.	
3.3	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.	
3.4	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE
School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
4.1	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	
4.2	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.	
4.3	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	
4.4	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	
4.5	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.	
4.6	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.	

Domain 5: STANDARDIZED ASSESSMENT COORDINATION AND IMPLEMENTATION   School counselors coordinate standardized testing and use student performance data from these assessments to meet the individual needs of students

		Highly Effective	Effective	Improvement Necessary	Ineffective	Score
5.1	The school counselor coordinates the logistics of standardized testing.	The school counselor coordinates with the IDOE, testing companies, and all staff members, to make certain that all testing materials are available and secure including online materials. The counselor oversees scheduling of tests including make up exams.	The school counselor coordinates with the IDOE, testing companies, and the teachers, to make certain that all testing materials are available and secure including online materials. The counselor oversees scheduling of tests including make up exams.	The school counselor coordinates with the IDOE, testing companies, and SOME of the teachers to make certain that all testing materials are available and secure including online materials. The counselor oversees scheduling of tests including make up exams.	The school counselor does NOT coordinate the logistics of standardized testing.	
5.2	The school counselor educates and monitors staff members regarding ethical testing practices.	The school counselor educates and monitors ALL staff members regarding ethical testing practices.	The school counselor educates ALL staff members, but monitors SOME staff members regarding ethical testing practices.	The school counselor educates ALL staff members, but does not monitor staff members regarding ethical testing practices.	The school counselor does NOT educate nor monitor staff members regarding ethical testing practices.	
5.3	The school counselor analyzes student test and performance data to place students effectively in courses and class sections	All students are thoughtfully placed in courses/sections based on all the data available at the time of scheduling.	All students are thoughtfully placed in courses/sections based on some of the data available at the time of scheduling.	Some students are thoughtfully placed in courses/sections based on portions of the data available at the time of scheduling.	Students are randomly placed in courses and class sections	
5.4	The school counselor works with the lowest ⅓ of students and their teachers to set improvement goals and action plans to improve standardized test scores.	The school counselor works with the lowest ⅓ of students and their teachers to set improvement goals and action plans to improve standardized test scores and academic progress.	The school counselor works with the lowest ⅓ of students OR their teachers to set improvement goals and action plans to improve standardized test scores and academic progress.	The school counselor works with the lowest ⅓ of students OR their teachers to set improvement goals for standardized test scores and academic progress.	The school counselor does not work with the lowest ⅓ of students or their teachers to set improvement goals and action plans to improve standardized test scores and academic progress.	

Core Professionalism Rubric

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

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

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

SUMMARY AND RATING
May be based on observations, school counselor reflections, classroom visits, and data.

<u>Overall Rating</u>

Indicator	Maximum Score	Score
Academic Achievement	24	
Student Assistance Services	16	
Career Development	16	
Professional Leadership	24	
Assessment Coordination/Implementation	16	
Core Professionalism	(-10)	
TOTAL SCORE		

KEY	
86-96	Highly Effective
60-85	Effective
42-59	Improvement Necessary
0-41	Ineffective

Strengths
Additional documentation may be attached.
Employee Signature:
Date:

Specific Growth Areas
Administrator Signature:
Date:

*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.

Resource G

Principal Effectiveness Rubric

Following this page is the Principal Effectiveness Rubric

Indiana Department of Education

Indiana Principal Effectiveness Rubric

Table of Contents

Overview

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

- **To Shine a Spotlight on Great Leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.

- **To Provide Clear Expectations for Principals:** The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.

- **To Support a Fair and Transparent Evaluation of Effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

Who developed the Principal Effectiveness Rubric?

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

What research and evidence support the Principal Effectiveness Rubric?

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

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPHP Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:
>   Domain 1: Teacher Effectiveness
>   Domain 2: Leadership Actions

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

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

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

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

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

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

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

1. **Training and support:** Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2. **Accountability:** The differentiation of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making:** Results from the principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how principals are assigned and retained, how principals are compensated and advanced, what professional development principals receive, and when and how principals are dismissed.

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

Domain 1: Teacher Effectiveness

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	**Hiring and retention**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: − Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; − Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; − Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	**Principal recruits, hires, and supports teachers by:** − Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; − Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; − Aligning personnel decisions with the vision and mission of the school. −	**Principal recruits, hires, and supports effective teachers by:** − Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; − Demonstrating ability to increase some teachers' effectiveness; − Occasionally applying the school's vision/mission to HR decisions.	**Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:** − Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions[2]; − Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; − Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	**Evaluation of teachers**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: − Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Principal prioritizes and applies teacher evaluations by:** − Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; − Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; − Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Principal prioritizes and applies teacher evaluations by:** − Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; − Using teacher evaluations to partially differentiate the performance of teacher; − Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	**Principal <u>does not</u> prioritize and apply teacher evaluations by:** − Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; − Rarely or never using teacher evaluation to differentiate the performance of teachers ; − Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	**Professional development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	**Principal orchestrates professional learning opportunities by:** – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results.	**Principal orchestrates aligned professional learning opportunities tuned to staff needs by:** – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	**Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:** – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.
1.1.4	**Leadership and talent development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting teacher leadership and progression on career ladders; – Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; – Providing formal and informal opportunities to mentor emerging leaders; – Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; – Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	**Principal <u>does not</u> develop leadership and talent by:** – Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; – Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
1.1.5	**Delegation**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	**Principal delegates tasks and responsibilities appropriately by:** – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed.	**Principal delegates tasks and responsibilities appropriately by:** – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed.	**Principal <u>does not</u> delegate tasks and responsibilities appropriately by:** – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.

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

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

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	**Planning and Developing Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; – Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; – Revisiting the use and design of teacher and school-wide tracking tools.	**Principal supports the planning and development of Student Learning Objectives (SLOs) by:** – Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; – Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; – Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. – Utilizing a tracking tool to monitor school-wide progress on SLOs; – Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	**Principal supports the creation of Student Learning Objectives (SLOs) by:** – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals; – Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	**Principal <u>does not</u> support the creation of Student Learning Objectives by:** – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; – Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	**Rigorous Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; – Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	**Principal creates rigor in SLOs by:** – Ensuring teachers' SLOs define desired outcomes; – Ensuring assessments used correspond to the appropriate state content standards; – Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; – Ensuring an analysis of previous year's student data is included in the development of SLOs; – Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	**Principal creates rigor in SLOs by:** – Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; – Assessing baseline data that may not be effectively used to assess students' starting points; – Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	**Principal creates rigor in SLOs by:** – Allowing for outcomes to be benchmarked to less than typical growth; – Failing to assess baseline knowledge of students; – Failing to select assessments that are appropriately aligned to content standards.
1.3.3	**Instructional time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal <u>does not</u> support instructional time by:** – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

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

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

| 2.1.4 | Initiative and persistence | At Level 4, a principal fulfills the criteria for Level 3 and additionally:
– Exceeding typical expectations to accomplish ambitious goals;
– Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;
– Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. | Principal displays initiative and persistence by:
– Consistently achieving expected goals;
– Taking on voluntary responsibilities that contribute to school success;
– Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;
– Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. | Principal displays initiative and persistence by:
– Achieving most, but not all expected goals;
– Occasionally taking on additional, voluntary responsibilities that contribute to school success;
– Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;
– Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. | Principal does not display initiative and persistence by:
– Rarely or never achieving expected goals;
– Rarely or never taking on additional, voluntary responsibilities that contribute to school success;
– Rarely or never taking risks to support students in achieving results;
– Never seeking out potential partnerships. |

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement					
2.3.1	High expectations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: — Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; — Benchmarking expectations to the performance of the state's highest performing schools; — Creating systems and approaches to monitor the level of academic and behavior expectations; — Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	**Principal creates and supports high academic and behavior expectations by:** — Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; — Empowering students to set high and demanding expectations for themselves; — Ensuring that students are consistently learning, respectful, and on task; — Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; — Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	**Principal creates and supports high academic and behavioral expectations by:** — Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; — Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Principal does not create or support high academic and behavior expectations by:** — Accepting poor academic performance and/or student behavior; — Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	Academic rigor	At Level 4, a principal fulfills the criteria for Level 3 and additionally: — Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Principal establishes academic rigor by:** — Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Principal establishes academic rigor by:** — Creating academic goals that are nearing the rigor required to meet the school's academic goals; — Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Principal has not established academic rigor by:** — Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; — Consistently sets and abandons ambitious academic goals.
2.3.3	Data usage in teams	At Level 4, a principal fulfills the criteria for Level 3 and additionally: — Data used as basis of decision making is transparent and communicated to all stakeholders; — Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	**Principal utilizes data by:** — Orchestrating frequent and timely team collaboration for data analysis; — Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Principal utilizes data by:** — Occasionally supporting and/or orchestrating team collaboration for data analysis; — Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	**Principal does not utilize data by:** — Rarely or never organizing efforts to analyze data; — Rarely or never applying data analysis to develop action plans.

Resource H

Association of Indiana School Library Educators
School Librarian Evaluation Rubric

Following this page is the

School Librarian Evaluation Rubric

Domain 1: Purposeful Planning

1.1 Demonstrating Knowledge Of Literature And Current Trends In Library Practice And Information Technology

Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology. *(1.1.HE.1)*

School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. *(1.1.E.1)*

School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. *(1.1.IN.1)*

School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology. *(1.1.I.1)*

- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students. *(1.1.HE.2)*

- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media. *(1.1.E.2)*

- Librarian reads journals to learn about current trends. *(1.1.IN.2)*

1.2 Establishing And Successfully Implementing Goals For The School Library Program Appropriate To The Setting And The Students Served

School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues. *(1.2.HE.1)*

School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. *(1.2.E.1)*

School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. *(1.2.IN.1)*

School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students. *(1.2.I.1)*

-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met. *(1.2.HE.2)*

-The goal for the program is communicated with appropriate stakeholders. *(1.2.E.2)*

- The goal for the program is established but not communicated with appropriate stakeholders. *(1.2.IN.2)*

1.3 Demonstrating Knowledge Of Resources, Both Within And Beyond The School And District

School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program. *(1.3.HE)*

School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. *(1.3.E)*

School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. *(1.3.IN)*

School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. *(1.3.I)*

1.4 Developing And Implementing A Plan To Evaluate The Library Program

School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. *(1.4.HE.1)*

- The librarian proactively responds to the evidence of the evaluation. *(1.4.HE.2)*

School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. *(1.4.E.1)*

School librarian has a rudimentary plan to evaluate the library program. *(1.4.IN.1)*

School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important. *(1.4.I.1)*

1.5 Establishing A Culture For Investigation And Love Of Literature

In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature. *(1.5.HE)*

In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature. *(1.5.E)*

School librarian goes through the motions of performing the work of the position, but without any real commitment to it. *(1.5.IN)*

School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required. *(1.5.I)*

1.6 Establishing And Maintaining Library Procedures

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation. *(1.6.HE)*

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly. *(1.6.E)*

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically. *(1.6.IN)*

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion. *(1.6.I)*

1.7 Organize Physical Space To Enable Smooth Flow

School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting. *(1.7.HE)*

School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. *(1.7.E)*

School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users. *(1.7.IN)*

School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion. *(1.7.I)*

1.8 Maintaining And Extending The Library Collection In Accordance With The Schools' Needs And Within Budget Limitations

School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind. *(1.8.HE)*

School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind. *(1.8.E)*

School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind. *(1.8.IN)*

School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind. *(1.8.I)*

Domain 2: Effective Instruction
2.1 Creating An Environment Conducive To Learning

Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development. *(2.1.HE)*

Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students. *(2.1.E)*

Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students. *(2.1.IN)*

Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict. *(2.1.I)*

2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. *(2.2.HE.1)*

School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct. *(2.2.E.1)*

School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct *(2.2.IN.1)*

School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. *(2.2.I.1)*

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Librarian 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 *(2.2.HE.2)*

- Content is clear, concise and well-organized - Librarian restates and rephrases instruction in multiple ways to increase understanding - Librarian emphasizes key points or main ideas in content - Librarian uses developmentally appropriate language and explanations - Librarian implements relevant instructional strategies learned via professional development *(2.2.E.2)*

- Content occasionally lacks clarity and is not as well organized as it could be - Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding - Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Librarian does not always implement new and improved instructional strategies learned via professional development *(2.2.IN.2)*

-Librarian may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Librarian continues with planned instruction, even when it is obvious that students are not understanding content - Librarian does not emphasize main ideas, and students are often confused about content - Librarian fails to use developmentally appropriate language *(2.2.I.2)*

2.3 Engage Students In Academic Content

Librarian is highly effective at engaging students in academic content. *(2.3.HE.1)*

Librarian is effective at engaging students in academic content. *(2.3.E.1)*

Librarian needs improvement at engaging students in academic content. *(2.3.IN.1)*

Librarian is ineffective at engaging students in academic content. *(2.3.I.1)*

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian provides ways to engage with content that significantly promotes student mastery of the objective - Librarian 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 - Librarian effectively integrates technology as a tool to engage students in academic content *(2.3.HE.2)*

-More than 3/4 of students are actively engaged in content at all times and not off-task -Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Librarian sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Librarian 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) *(2.3.E.2)*

- Fewer than 3/4 of students are engaged in content and many are off-task - Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Librarian 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 Librarian's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging *(2.3.IN.2)*

- Fewer than 1/2 of students are engaged in content and many are off-task - Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Librarian does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content *(2.3.I.2)*

2.4 Check For Understanding

School librarian is highly effective at checking for understanding. *(2.4.HE.1)*

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian 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) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher- order thinking *(2.4.HE.2)*

School librarian is effective at checking for understanding. *(2.4.E.1)*

- Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping tudents think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian 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) *(2.4.E.2)*

School librarian needs improvement at checking for understanding. *(2.4.IN.1)*

- Librarian sometimes checks for understanding of content, but misses several key moments - Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding when doing so would be helpful - Librarian 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 - Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning *(2.4.IN.2)*

School librarian is ineffective at checking for understanding. *(2.4.I.1)*

- Librarian rarely or never checks for understanding of content, or misses nearly all key moments - Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Librarian 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 - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson *(2.4.I.2)*

2.5 Modify Instruction As Needed

School librarian is highly effective at modifying instruction as needed. *(2.5.HE.1)*

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian anticipates student misunderstandings and preemptively addresses them - Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement *(2.5.HE.2)*

School librarian is effective at modifying instruction as needed. *(2.5.E.1)*

- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Librarian responds to misunderstandings with effective scaffolding techniques - Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful *(2.5.E.2)*

School librarian needs improvement at modifying instruction as needed. *(2.5.IN.1)*

- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Librarian 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 - Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding *(2.5.IN.2)*

School librarian is ineffective at modifying instruction as needed. *(2.5.I.1)*

- Librarian 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 - Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques - Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding *(2.5.I.2)*

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2.6 Maximize Instructional Time

School librarian is highly effective at maximizing instructional time. *(2.6.HE.1)*

For Level 4, all of the evidence listed under Level 3 is present, as well as the following: - All students are on-task and follow instructions of Librarian without much prompting *(2.6.HE.2)*

School librarian is effective at maximizing instructional time. *(2.6.E.1)*

- Routines, transitions, and procedures are well executed. - Almost all students are on-task and follow instructions of librarian 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 *(2.6.E.2)*

School librarian needs improvement at maximizing instructional time. *(2.6.IN.1)*

- Routines, transitions, and procedures are in place. - Significant prompting from the librarian 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 Librarian may have to stop the lesson frequently to address the problem *(2.6.IN.2)*

School librarian is ineffective at maximizing instructional time. *(2.6.I.1)*

- There are few or no evident routines or procedures in place. - 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 librarian to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time *(2.6.I.2)*

2.7 Assisting Students In The Use Of Technology In The Media Center

School librarian proactively initiates sessions to assist students and teachers in the use of technology. *(2.7.HE)*

School librarian institutes sessions to assist students and teachers in the use of technology. *(2.7.E)*

School librarian assists students and teachers in the use of technology when specifically asked to do so. *(2.7.IN)*

School librarian declines to assist students and teachers in the use of technology. *(2.7.I)*

2.8 Collaborating With Teachers In The Design Of Instructional Units And Lessons

School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school. *(2.8.HE)*

School librarian initiates collaboration with classroom teachers in the design of instructional lessons. *(2.8.E)*

School librarian collaborates with classroom teachers in the design of instructional lessons. *(2.8.IN)*

School librarian declines to collaborate with classroom teachers in the design of instructional lessons. *(2.8.I)*

2.9 Engaging Students In Enjoying Literature And In Learning Multiple Literacy Skills

Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. *(2.9.HE)*

Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. *(2.9.E)*

Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials. *(2.9.IN)*

Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. *(2.9.I)*

Domain 3: Leadership
3.1 Contribute To School Culture

School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class. *(3.1.HE)*

School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class. *(3.1.E)*

School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers. *(3.1.IN)*

School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers. *(3.1.I)*

3.2 Collaborate With Peers

School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities. *(3.2.HE)*

School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need. *(3.2.E)*

School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others. *(3.2.IN)*

School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player. *(3.2.I)*

3.3 Establishing, Evaluating, And Maintaining Library Procedures In Regards To Staffing, Student Or Parent Volunteers

Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures. *(3.3.HE)*

Library assistants, students, or parent/community volunteers are clear as to their roles. *(3.3.E)*

Library assistants, students, or parent/community volunteers are partially successful. *(3.3.IN)*

Library assistants, students, or parent/community volunteers are confused as to their role. *(3.3.I)*

3.4 Advocate For Student Success

School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs. *(3.4.HE)*

School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs. *(3.4.E)*

School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs. *(3.4.IN)*

School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs. *(3.4.I)*

3.5 Preparing And Submitting Reports And Budgets

School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time. *(3.5.HE)*

School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time. *(3.5.E)*

School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time. *(3.5.IN)*

School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late *(3.5.I)*

3.6 Communicating With The Larger Community

School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit. *(3.6.HE)*

School librarian engages in outreach efforts to parents and the larger community. *(3.6.E)*

School librarian makes sporadic efforts to engage in outreach to parents or the larger community. *(3.6.IN)*

School librarian makes no effort to engage in outreach to parents or the larger community. *(3.6.I)*

3.7 Participating In A Professional Community

School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events. *(3.7.HE)*

School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts. *(3.7.E)*

School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested. *(3.7.IN)*

School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects. *(3.7.I)*

3.8 Seek Professional Skills And Knowledge

School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions. *(3.8.HE)*

School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed. *(3.8.E)*

School librarian's participation in professional development activities is limited to those that are mandatory. *(3.8.IN)*

School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning. *(3.8.I)*

Domain 4: Core Professionalism

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences. *(4.1.M)*

Individual demonstrates a pattern of unexcused absences. *(4.1.DNM)*

4.2 On Time Arrival

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). *(4.2.M)*

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). *(4.2.DNM)*

4.3 Policies And Procedures

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.) *(4.3.M)*

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) *(4.3.DNM)*

4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. *(4.4.M)*

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner. *(4.4.DNM)*

Resource I

Rubric for Evaluating and Enhancing

Professional Practice:

Designed Primarily for School Psychologists

Following this page is the

Rubric for Evaluating and Enhancing
Professional Practice:
Designed Primarily for School Psychologists
(7 pages)

SSJCSS 2012-13 Rubric for Evaluating and Enhancing Professional Practice:

Designed Primarily for School Psychologists

**SCHOOL PSYCHOLOGIST EFFECTIVENESS RUBRIC
2012-13**

DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION

	Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.01	Utilizes Appropriate Pre- referral Data to Address Referral Requests	As well as meeting all of the effective elements, the school professional: Provides strategies to staff/parents for students who will not continue in the referral process -or- Continues to monitor student progress if no referral is generated.	The school professional: Uses assessment and data collection methods that: Addresses referral question(s). Administers, scores, and interprets test results according to the manual.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
1.02	Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, and Behavioral Domains	As well as meeting all of the effective elements, the school professional: Serves as a member of school level teams (i.e. school improvement team, intervention team, etc.) Assists with professional development activities to support school-wide assessment practices and or knowledge of the referral process.	The school professional: Contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s). Collects or assists with the collection, of student data to inform core curriculum and instructional practices, Researches and helps select assessments for universal screening, Summarizes universal screening and/or benchmarking data, Applies data to curricular decisions and/or instructional practices.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

School Psychologist Effectiveness Rubric

	Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.03	Contributes to Progress Monitoring and Data-Based Decisions Regarding Intervention Practices	As well as meeting all of the effective elements, the school professional: Serves as a member of student level teams (i.e. intervention team, problem solving team, etc.) Conducts evaluation of intervention practices and programs to ensure effectiveness and guide system modification. Conducts supplemental diagnostic assessments to assist in intervention selection. Assists with the development and/or delivery of staff professional development to support intervention practices.	The school professional: Contributes to progress monitoring and data-based decisions regarding intervention practices that meet the expectations of the school's role by: Collects or assists with collection, of student progress monitoring data. Researches and helps select assessments for progress Monitoring. Summarizes progress monitoring data Applies progress monitoring data to determine course of action.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
1.04	Utilizes Technology as Part of Data-Based Decision Making Practices.	As well as meeting all of the effective elements, the school professional: Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance Provides mentoring and coaching to colleagues regarding the use of technological tools and programs.	The school professional: Utilizes technology tools to: -collect assessment data, when appropriate -score data -summarize data -share data and findings with others.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

School Psychologist Effectiveness Rubric

	Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.05	Conducts Special Education Evaluations to Inform Eligibility, service Provision and Program Decisions.	As well as meeting all of the effective elements, the school professional: Utilizes integrated report structure. Provides mentoring and coaching to colleagues regarding conducting educational evaluations.	The school professional's: Educational Evaluations are completed by compliance due dates. Educational Evaluations are compliant with minimum requirements of Article 7 and SSJCSS procedures. Educational Evaluations consider student diversity, culture and educational background when determining evaluation appropriate for the student. Educational Evaluations are informative for instructional and/or programming purposes. Educational Evaluations effectively communicate evaluation findings to school staff through written reports and Conferences.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

School Psychologist Effectiveness Rubric

	Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.04	Exhibits Knowledge of Resources	As well as meeting all of the effective elements, the school professional: Actively seeks other materials/resources to enhance Instruction/Therapy. Applies various combinations of resources effectively for individual students.	The school professional: Is aware of resources available through the school, district, and cooperative. Is aware of resources for students and uses them to help students gain access to the curriculum. In addition to being aware of school, district and co-op resources, is aware of resources available through the community.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

School Psychologist Effectiveness Rubric

	Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.05	Engages in Consultation and Collaboration With School Staff.	As well as meeting all of the effective elements, the school professional: Assists with the development and/or delivery of staff professional development on collaboration and consultation. Provides mentoring and coaching to colleagues regarding consultation strategies. Applies knowledge in innovative ways to assist students, schools, and/or corporation.	The school professional: Effectively engages in consultation and collaboration with school staff by: - Assisting staff with identifying concerns to target through intervention practices - Supporting staff with intervention implementation through coaching, providing feedback, modeling, etc. - Working with others as part of a team (i.e. intervention team, problem solving team, multidisciplinary team, case conference committee) - Utilizing facilitation and conflict resolution skills and strategies.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

School Psychologist Effectiveness Rubric

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.06 Engages in Consultation and Collaboration with Parents and Families	As well as meeting all of the effective elements, the school professional: Assists with the development and/or delivery of staff professional development on collaboration and consultation. Provides mentoring and coaching to colleagues regarding consultation strategies. Applies knowledge in innovative ways to assist students and families. Conducts and/or assists with parent education sessions and trainings.	The school professional: Engages in consultation and collaboration with parents and families by: - Discussing parent concerns and providing suggestions for strategies to use at home - Clearly explaining school wide assessment data and intervention strategies - Explaining school procedures for services such as special education, intervention, etc. - Clearly explains evaluation procedures and findings and answers questions clearly and comprehensively.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

School Psychologist Effectiveness Rubric

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.07 Engages in Consultation and Collaboration with Community Agencies and Providers	As well as meeting all of the effective elements, the school professional: Provides mentoring and coaching to colleagues regarding consultation strategies. Conducts professional development for community agencies and providers.	The school professional: Effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s). Contacts community providers to obtain information. Refers students and families to community providers for needed services. Communicates with community providers in a clear and ethical manner.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

School Psychologist Effectiveness Rubric

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

	Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.01	Engages in Professional Growth that enhances practice	As well as meeting all of the effective elements, the school professional: Reflects critically on own skills and identifies professional learning needs. Seeks opportunities to provide professional learning sessions for colleagues and school staff. Earns additional hours or advanced degrees in the field.	The school professional: Utilizes constructive feedback to develop a plan for professional growth. Initiates attendance at optional professional learning events. Engages in professional reading of current research and practice. Demonstrates application of knowledge/skills addressed from attending professional learning events.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.02	Contributes to School and/or Profession of School Psychology	As well as meeting all of the effective elements, the school professional: Assumes leadership positions in professional organizations or school or district committees. Mentors school psychology practicum students and interns. Dedicates time for extracurricular activities and seeks such opportunities.	The school professional: Regularly contributes ideas and expertise to improve the functioning of the school, district, or cooperative. Maintains membership in professional organizations and participates in sponsored activities. Is consistently involved in school/co-op activities.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

School Psychologist Effectiveness Rubric

	Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.03	Advocates for Student Success	As well as meeting all of the effective elements, the school professional: Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students. Seeks systems level changes that will benefit all students and families.	The school professional: Demonstrates a concern for student learning and outcomes. Advocates for a change in instruction and services when needed. Advocates in a respectful and professional manner.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.04	Communicates Professionally	As well as meeting all of the effective elements, the school professional's: Responses to communication and the processing of information occurs within 24 hours on a routine basis. Communication is handled with professionalism and sensitivity.	The school professional: All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner. All responses to inquiries or requests are handled in a timely manner, usually within 48 hours. All appropriate personnel are properly informed about changes in students, staff or programming. Communication is clearly written and grammatically correct.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

School Psychologist Effectiveness Rubric

	Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.05	Meaningfully participates in Case Conferences	As well as meeting all of the effective elements, the school professional: Takes the lead when necessary to keep case conference on track. Defuses contentious situations during the case conference. As chair, runs the meeting efficiently while allowing opportunity for all to participate.	The school professional: Brings all appropriate records and documents to case conference. Meaningfully, understandably and efficiently participates in the case conference. Facilitates parent participation. Assists with completing the IIEP as needed. When chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.06	Fulfills all Documentation/Paper Work Requirements	As well as meeting all of the effective elements, the school professional's: Filing is completed weekly and organized in a manner that provides for immediate accessibility.	The school professional: Maintains files in an organized manner. Complies with SSJCSS documentation procedures including the completion of IEPS, and the submission of CW1s. Documents clearly and objectively all activities and correspondence (including parent correspondence) relating to children on caseload.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

School Psychologist Effectiveness Rubric

	Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.07	Carries out all Due Process Responsibilities. (May not be applicable to all staff evaluated through this rubric)	As well as meeting all of the effective elements, the school professional: Documents and Testimony clearly support the school's position if warranted.	The school professional's: Documents required for due process are submitted to Supervisor within required time frame. Documents submitted for due process contain appropriate information. Testimony is factual, clear and without bias.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

School Psychologist Effectiveness Rubric

DOMAIN 4: CORE PROFESSIONALISM – These indicators illustrate the minimum competencies expected in any profession.

	Indicator	Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .2 deduction from total score.
1	Attendance	School Professional has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement.	
2	On-Time Arrival	School Professional has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences.	School Professional has demonstrated a pattern of unexcused late arrivals or early departures.	
3	Policies and Procedures	School Professional follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).	School Professional has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).	
4	Respect	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
5	Ethical	School Professional performs the function of the job in an ethical manner and maintains confidentiality at all times.	School Professional has demonstrated a pattern of performing the function of the job in an unethical manner and/or breaks confidentiality requirements	

School Psychologist Effectiveness Rubric

Resource J

Rubric for Evaluating and Enhancing Professional Practice:
Designed Primarily for
Speech Language Pathologists
And
Speech Language Pathology Assistants

Following this page is the

Rubric for Evaluating and Enhancing
Professional Practice:
Designed Primarily for
Speech Language Pathologists
And
Speech Language Pathology Assistants
(18 pages)

SSJCSS 2012-13 Rubric for Evaluating and Enhancing Professional Practice:

Designed Primarily for Speech Language Pathologists
and
Speech Language Pathology Assistants

SPEECH LANGUAGE PATHOLOGIST EFFECTIVENESS RUBRIC
2012-13

DOMAIN 1: PURPOSEFUL PLANNING

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.01 **Uses current and comprehensive Content/Specialty Area knowledge for planning**	As well as meeting all of the effective elements, the school professional: Displays solid content/ skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines.	The school professional: Displays knowledge of evidence based practice related to the teaching assignment and/or specialty area. Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning. Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching. Provides planning that reflects understanding of general education curriculum.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Speech Language Pathologist Effectiveness Rubric

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.02 Utilizes current and appropriate practices and procedures for screening	As well as meeting all of the effective elements, the school professional: Provides strategies/resources to SLPs/parents for those students who do not qualify -or- Develops a tracking system for follow-up screenings for one year.	The school professional: Administers, scores, analyzes and interprets results of screening protocols accurately. Makes appropriate recommendations with regard to future testing. Communicates results to parents, SLPs in a timely manner.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
1.03 Gathers appropriate information prior to determining evaluation procedures	As well as meeting all of the effective elements, the school professional: Includes all pertinent screening information into the body of evaluation report.	The school professional: Uses Social and Developmental histories to gather information. Utilizes academic information including RTI data. Utilizes Hearing screening information.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.04	Chooses Appropriate Evaluation Instruments	As well as meeting all of the effective elements, the school professional: Utilizes a variety of tools to address cultural and linguistic differences. -or- Uses an expanded and flexible battery of instruments for assessing students.	The school professional: Uses tools, protocols and strategies that are the most current and evidence based. Utilizes strategies and tools that are age appropriate and related to the referral question(s). Matches academic concerns to selection of tests.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
1.05	Uses Appropriate Evaluation Procedures	As well as meeting all of the effective elements, the school professional: Supplements standardized measures with: -classroom observations -curriculum based activities -other educationally relevant measures that are aligned with academic standards.	The school professional: Faithfully administers tests accurately and according to the directions outlined by the test. Scores data from standardized assessment and other sources accurately. Appropriately analyzes and interprets information from standardized assessment and other measures.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.06	Interprets Results and Makes Placement/Service Recommendations	As well as meeting all of the effective elements, the school professional: Provides information to classroom SLPs and includes the potential impact on classroom learning.	The school professional: Integrates all results from the evaluation process and develops clear diagnostic impressions. Collaborates with members of the Case Conference Committee to: • Synthesize evaluation information • Determine the presence and severity of a disability • Determines Eligibility for speech and language services Clearly communicates results using understandable terminology to all case conference participants.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Speech Language Pathologist Effectiveness Rubric

DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT

	Competency	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.01	Manages scheduling of sessions and grouping of students	As well as meeting all of the effective elements, the school professional: Attempts to group students by age/grade level and disorder.	The school professional: Efficiently manages schedules to minimally interrupt general ed curriculum/instruction. Appropriately groups students to maximize instructional time. Adjusts schedule as needed to meet time provisions of IEP.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
2.02	Prepares for effective service delivery	As well as meeting all of the effective elements, the school professional: Develops strategies for student successful participation in the classroom/curriculum.	The school professional: Prepares for intervention sessions thoroughly by: • Organizing materials • Selecting/adapting material, equipment, devices to meet student needs • Incorporating academic/ instruction/curriculum into intervention strategies to achieve communication goals. Constructs culturally, linguistically and developmentally appropriate learning activities. Accommodates student's unique learning styles and present levels of performance.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Speech Language Pathologist Effectiveness Rubric

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.03	Implements appropriate progress monitoring procedures	As well as meeting all of the effective elements, the school professional: Includes student in review of data and monitoring own progress.	The school professional: Collects, interprets and uses data to measure progress and drive instruction. Matches appropriate interventions to data. Modifies instruction based on frequent progress monitoring.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
2.04	Promotes Generalization Across Settings	As well as meeting all of the effective elements, the school professional: Monitors and collects data of generalization across settings.	The school professional: Uses common core to enhance student learning. Promotes generalization of acquired therapeutic skills across school settings. Enables students to develop self monitoring skills.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Speech Language Pathologist Effectiveness Rubric

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.05	Develops Student Understanding of Lesson Objectives	As well as meeting all of the effective elements, the school professional's: Students can explain what they are learning and why it is important, beyond repeating the stated objective. Strategies engage prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.	The school professional's: Lesson objective is conveyed to students in easy to understand terms, clearly articulating what they will be able to do by the end of the lesson. Importance of the objective is explained so that students understand why they are learning what they are learning. Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
2.06	Uses strategies that promote student engagement	As well as meeting all of the effective elements, the school professional: Integrates a variety of current therapeutic strategies gained from professional development activities -or- Uses and teaches technology/ACC devises.	The school professional: Provides lessons that progress at an appropriate pace to maintain engagement. Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses. Provides consistent feedback and provides multiple opportunities for student participation.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Speech Language Pathologist Effectiveness Rubric

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.07	Creates Culture of Respect and Collaboration	As well as meeting all of the effective elements, the school professional's: 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.	The school professional: Encourages collaboration and students are respectful of their SLP and peers. Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. Has a good rapport with students, and shows genuine interest in their thoughts and opinion.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Speech Language Pathologist Effectiveness Rubric

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

	Competency	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.01	Advances Professional Skills And Knowledge	As well as meeting all of the effective elements, the school professional: Regularly shares newly learned knowledge and practices with others -or- Seeks out opportunities to lead professional development sessions.	The school professional: Actively pursues opportunities to improve knowledge and practice Seeks out ways to implement new practices into instruction, where applicable. Welcomes constructive feedback to improve practices.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.02	Advocates for Student Success	As well as meeting all of the effective elements, the school professional: Displays commitment to the education of all the students in the school -or- Makes changes and take risks to ensure student success.	The school professional: Displays commitment to the education of all his/her students. Provides IEP information to all teachers involved with student. Advocate for students' individualized needs.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.03	Engages Families in Student Learning	As well as meeting all of the effective elements, the school professional: 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.	The school professional: Proactively reaches out to parents in a variety of ways to engage them in student learning. Responds promptly to contact from parents. Engages in all forms of parent outreach required by the school.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.04	Manages Caseload appropriately	As well as meeting all of the effective elements, the school professional: Mentors others in appropriate management of caseload.	The school professional: Fulfills all TOR responsibilities. Frequently monitors progress and goals and reconvenes case conferences as needed. Using progress monitoring and other data, makes appropriate recommendations for continuing in or dismissal from special education.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Speech Language Pathologist Effectiveness Rubric

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.05	Fulfills all documentation/ paperwork requirements	As well as meeting all of the effective elements, the school professional's: Filing is completed weekly and organized in a manner that provides for immediate accessibility.	The school professional: Maintains files in an organized manner and assures all IEPs and progress monitoring data are annually placed in student file. Complies with SSJCSS documentation procedures including the completion of IEPS, and the submission of CH-21s and Medicaid claims in a timely manner. Documents clearly and objectively, all activities and correspondence (including parent correspondence) relating to children on caseload.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.06	Provides appropriate supervision of others	As well as meeting all of the effective elements, the school professional: Frequently evaluates the workload of the SLPA and initiates reassignment as indicated. Is creative and flexible in scheduling work load for paraprofessionals, behavior coaches and/or assistants.	The school professional's: Expectations are clear and the SLPAs are assigned for maximum productivity. SLPAs are evaluated regularly and accurately. Areas for improvement are noted and unacceptable conduct is documented. Principal and local and co-op supervisors are informed of any areas of improvement needed and any unacceptable conduct.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Speech Language Pathologist Effectiveness Rubric

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.07 Collaborates with others to promote student success	As well as meeting all of the effective elements, the school professional: Serves as a voluntary mentor to peers.	The school professional: Communicates all necessary information to administration. Collaborates with other professionals in matters relevant to case load. Maintains professionalism during interaction with colleagues and others.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.08 Organizes systems for carrying out SLP/SLPA responsibilities	As well as meeting all of the effective elements, the school professional: Takes on additional responsibilities to assist with case load obligations of peers absent or on leave.	The school professional: Develops and maintains an efficient and effective schedule for meeting roles and responsibilities of a school based SLP. Prioritizes work load. Organizes workspace, materials and equipment to maximize instruction.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Speech Language Pathologist Effectiveness Rubric

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.09	Contributes to the School, District and/ or Co-op	As well as meeting all of the effective elements, the school professional: Takes initiative and provides leadership in promoting a productive and collegial climate. Volunteers to participate in school and SSJCSS committees and/or projects, making a significant contribution by assuming a leadership role.	The school professional: Provides support and cooperation that characterize relationships with colleagues. Upholds all of the policies and procedures of the assigned school and SSJCSS. Volunteers to participate in school or SSJCSS committees/ projects, and actively participates. Displays interpersonal conduct with colleagues and supervisors that is cordial, collaborative and respectful.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.10	Communicates professionally	As well as meeting all of the effective elements, the school professional: Responds to communication and the processing of information within 24 hours on a routine basis. Provides communication that is handled with professionalism and sensitivity.	The school professional: All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner. All responses to inquiries or requests are handled in a timely manner, usually within 48 hours. All appropriate personnel are properly informed about changes in students, staff or programming. Communication is clearly written and grammatically correct.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Speech Language Pathologist Effectiveness Rubric

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.11 **Fosters Others' Awareness of communication disorders**	As well as meeting all of the effective elements, the school professional: Provides inservice training on communication disorders for peers, parents and/or students. Provides inservice to classroom paraprofessionals.	The school professional: Provides developmental guidelines to general education teachers and offer to parents when appropriate. Shares information on communication disorders with peers and offer information to parents and students. Shares information of appropriate referrals/guidelines.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.12 **Seeks professional growth and learning opportunities to advance own knowledge and skill**	As well as meeting all of the effective elements, the school professional: Earns additional hours or advanced degrees in the field -or- Goes above and beyond to assist others with their professional growth (providing inservice after hours, volunteer to mentor or coach, etc.)	The school professional: Identifies needs and develops a plan for continuing education. Responds to Supervisor suggestions for professional growth. Shares new information and implements new knowledge when opportunity arises.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.13 **Completes all Case Conference Set Up Responsibilities appropriately**	As well as meeting all of the effective elements, the school professional: Provides a draft IEP that is appropriately completed prior to all meetings and ready to present.	The school professional's: Students and/or Case Conference notices are entered appropriately into the IIEP system prior to conference. Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference. Case conferences are set up prior to the expiration date of IEP.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.14 **Meaningfully participates in case conferences**	As well as meeting all of the effective elements, the school professional: Takes the lead when necessary to keep case conference on track. Defuses contentious situations during the case conference. As chair, runs the meeting efficiently while allowing opportunity for all to participate.	The school professional: Brings all appropriate records and documents to case conference. Meaningfully, understandably and efficiently participates in the case conference. Facilitates parent participation. Assists with completing the IIEP as needed. When chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Speech Language Pathologist Effectiveness Rubric

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.15 **Develops IEPS based on individual student needs and are completed using appropriate procedures**	As well as meeting all of the effective elements, the school professional: Volunteers to train and assist others in the use of the IIEP system. Volunteers to review and evaluate IIEPs. Provides IEPsthat stand up during due process scrutiny.	The school professional's: Goals are measurable and clearly written and based on present levels of performance. Services are aligned with goals. Recommended accommodations are appropriate, and their use is clearly defined. Notes clearly and succinctly capture relevant discussions. Components of the IIEP are accurately completed and the document meets the "stranger" test.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.16 **Carries out all Due Process Responsibilities** **(May not be applicable to all staff evaluated through this rubric)**	As well as meeting all of the effective elements, the school professional's: Documents and Testimony clearly supports the school's position and advances the due process case.	The school professional's: Documents required for due process are submitted to Supervisor within required time frame. Documents submitted for due process contain appropriate information. Testimony is factual, clear and without bias.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

DOMAIN 4: CORE PROFESSIONALISM - These indicators illustrate the minimum competencies expected in any profession.

	Indicator	Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .2 deduction from total score.
1	Attendance	School Professional has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement.	
2	On-Time Arrival	School Professional has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences.	School Professional has demonstrated a pattern of unexcused late arrivals or early departures.	
3	Policies and Procedures	School Professional follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).	School Professional has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).	
4	Respect	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
5	Ethical	School Professional performs the function of the job in an ethical manner and maintains confidentiality at all times.	School Professional has demonstrated a pattern of performing the function of the job in an ethical manner or breaking confidentiality requirements.	

Speech Language Pathologist Effectiveness Rubric

Resource K

John Glenn School Corporation
Teacher Evaluation Plan (JGSC-TEP)

Refer to pages 2 – 6 of this document

Resource L

John Glenn School Corporation
Superintendent's Evaluation Rubric

ISBA/IAPSS Indiana Superintendent Evaluation Rubric

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

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

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

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

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

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

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

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

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

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

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

Resource M

John Glenn School Corporation
Policy 3220.01
Teacher Appreciation Grants

policy

TEACHER APPRECIATION GRANTS

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

Definitions:

For purposes of this policy, the following definitions apply:

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

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

Distribution of Annual Teacher Appreciation Grants:

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

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

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

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

policy

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

> A.   A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and
>
> B.   A cash stipend in an amount that is 25% more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective. Stipend amounts will not be differentiated between buildings.
>
> C.   The stipend amount will be paid as a one-time lump sum; stipends will not be added to, or become a permanent part of, the base salary.

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

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-1.5.

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

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

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

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