

Northeastern Wayne School Corporation



Certified Staff Performance Evaluation Process

Introduction

The purpose of this manual is to provide an overview of the evaluation process including rubrics, forms, procedures, and timelines. All teachers employed by Northeastern Wayne School Corporation will be evaluated using this process and the forms contained in this manual.

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Certified Employees' Evaluation Guidelines and Protocols Northeastern Wayne School Corporation

1. Each year the Northeastern Wayne School Board will review the Certified Staff Evaluation Process annually in a public meeting.
2. The Northeastern Wayne Schools teacher association will meet monthly where the evaluation process will be discussed to ensure understanding of the written plan.
3. For the purpose of certified employee evaluations and compensation, Northeastern Wayne Schools defines Teacher Leadership as follows. Every teacher is considered a leader of students and will not be singled out for purposes determined to destroy cooperation among and between teachers. Our school corporation believes teachers take on very important roles of leadership as an embedded part of their daily duties.
4. For the purpose of certified employee evaluations and compensation, Northeastern Wayne Schools defines Academic Needs of Students as follows. Every teacher shall be taking into consideration the academic needs of all of his/her students. Our school corporation believes all teachers daily address the academic needs of all students.
5. At Northeastern Wayne Schools, we are using the Administrator Assistance (AA) Evaluation Model, which is research-based, practical, integrates all state standards for each certified staff member, and is an effective tool to evaluate all certified employees of our school corporation. All evaluators are trained and receive annual training in the use of this model. Teachers are not used as evaluators. All certified employees will be evaluated annually using versions of the AA model for each level of certification. This evaluation system includes rigorous measures of teacher effectiveness, uses a wide-range of objective data, and allows for a designation of Highly Effective, Effective, Improvement Necessary, and Ineffective as a result of the final summative evaluation concluded annually as soon as all data is available to the evaluator. The final summative rating will be modified if and when a teacher negatively affects student growth (if applicable). The AA models include a system of improvement for all teachers rated Ineffective; therefore, they cannot receive any type of merit/performance pay for that particular school year.
6. All AA's evaluation models include two basic parts. Part A is the performance evaluation, which has general observation rubrics for each of the 33 indicators. Part B is the student data portion of the summative evaluation that uses numerous objective data points to determine certified staff effectiveness. Part B complies with all state statutes that address this topic.
7. Once the evaluation is completed for each certified staff member, those deemed to be rated in the Needs Improvement or Ineffective category will work collaboratively with the evaluator to complete an improvement plan that will be implemented at the beginning of the next school year and will be reviewed no later than 90 days after the first day of school to determine if improvements in deficient areas are effectively addressed. At any point during the school year, the teacher and evaluator can agree upon an informal improvement plan if concerns are noted. In addition, teachers and/or administrators will be encouraged and allowed to use license renewal points to assist them in their remediation or professional development plans. At that point, in-flight changes may be necessary to continue the improvement process. Any certified employee that has been rated as Ineffective for two consecutive years, may be considered for termination at the end of his/her second evaluation

once all components have been received and the employee notified of the final rating by the evaluator.

8. Each year, all AA evaluation systems will be monitored and adjusted as needed to make the evaluation processes the best they can possibly be.
9. Each certified staff member will be evaluated at least twice a year and more if deficiencies are noted. Teacher and evaluator conferences shall be conducted for the pre-observation meeting, for both long observations, and for final Part A scoring report. The final summative evaluation conference will not take place until all components of the evaluation are completed and each certified staff member has been notified of the final exit evaluation meeting. In addition to receiving all of the required evaluation components and once our office and administrative staff are completely operational from the summer months and their contractual days begin, then we will provide the appropriate feedback of the completed evaluations and the required documentation to the respective teachers within the statutory guidelines of seven business days.
10. All tracking and data storage will ultimately be managed and stored securely by the evaluator. Certified staff may report certain data to the evaluator for purposes of compiling the final summative evaluation.
11. A certified staff member, who receives a rating in the bottom two categories, may request a meeting with the superintendent to discuss the evaluation results within five business days from the time of the final summative evaluation conference with the evaluator. There is no obligation to change a summative evaluation by the superintendent but, instead, the superintendent may give advice to the certified employee so he/she can undertake necessary improvement steps. Our district takes the position that the evaluator is a trained professional, who is capable of making these evaluation decisions. Every certified staff member will be fully trained in the formation and implementation of each of the evaluation systems used in our district.
12. Our district will not use third party evaluators.
13. For each certified staff member, a primary evaluator will be designated. Other administrators may be given authority to give input, where applicable, to the primary evaluator, who will have the final determination in developing the ratings for each certified staff member.
14. All principal evaluations and central office administrators (if certified) will be evaluated by the current superintendent or designee. All assistant principals, deans, athletic directors, guidance counselors, media specialists, and other administrators under the supervision of the principal, will all be evaluated by the principal or his designee trained to perform a summative evaluation to determine the final summative rating in one of the four categories.
15. The superintendent will be evaluated by each board member separately and then a composite average score will be determined for a final summative rating in one of the four categories.
16. Northeastern Wayne Schools also uses sound research to make final determinations about what will drive or be included in any performance evaluation and/or objective data used to fuel the evaluation. With that as a given, the research is clear that all standardized tests are forms of intelligent quotient tests and thus do not reflect instruction effectiveness nor are they instructionally sensitive. However, the state of Indiana is requiring their use to determine an effective rating for certified staff despite this research and disclaimers from standardized testing companies, i.e. McGraw Hill. Therefore, our district will minimize the effect of these

types of tests on certified staff evaluations while still following the letter and intent of all state statutes.

17. In cases of any long term leave, absences or otherwise of a certified staff member that makes determining an accurate summative evaluation possible, Northeastern Wayne Schools adopts the following guidelines. A certified staff member must have worked at least 120 days out of 180 (taking into consideration all leave from actual duty) to qualify for any incentive/merit pay and therefore cannot receive a final summative evaluation that rates that particular certified staff member. If the certified staff member and the evaluator believe a fair final summative evaluation can take place, then this provision can be waived by the evaluator in writing to the certified staff member. For the certified staff member that does not remain on active duty for at least 120 or more days, his/her teaching status will be evaluated for job performance regardless of time on actual duty, but any final summative evaluation will not be completed and thus no rating for that year will be given. This is not to suggest that a teacher could not be retained or terminated for good and just cause as allowed in state statutes or for other reasons outlined in statute, but the summative evaluation cannot be used in making employment determination due to the lack of actual active duty work.
18. In cases of team teaching or shared students, the evaluator and certified staff member will try to reach consensus on what is deemed fair and equitable in regards to whom a particular student is assigned to in terms of accountability. If no agreement can be reached, the evaluator will make the final determination and put into writing his/her justification and the certified staff member's rebuttal, if necessary.
19. Any and all grievances/disagreements with regards to any aspect of this document and/or any part of the summative evaluation will be remedied by the superintendent as the final arbiter or school board, whenever the dispute is between the superintendent and school board.
20. There is an implied assumption that all performance evaluations have an element of professional subjectivity. However, every attempt will be given to the certified staff member to provide evidence to support a given position that may or may not agree with a determination by his/her evaluator.
21. There is also an assumption that school board members, who are evaluating a superintendent, will only evaluate his/her position and no other certified position largely because they are not and cannot be trained sufficiently to carry out this important duty. However, every attempt will be made to train the school board on how to properly evaluate their superintendent so they may execute an effective and fair evaluation of their superintendent.
22. Our protocol for ensuring that students do not receive instruction from ineffective teachers two years in a row will be to analyze individual student schedules and the master schedule in order to make every attempt possible to avoid these potential conflicts. According to IC 20-28-11.5-7^{(1)(b)} SEP Student instructed by teachers rated ineffective; notice to parents required.^{(1)(b)} Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2. (b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class. (c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school

year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher. (d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents in writing of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.^[1]_{SEP}As added by P.L.90-2011, SEC.39.

Teacher Code of Ethics

The following Code of Ethics sets forth standards of professional conduct for all teachers. This code applies to all persons licensed as teachers according to rules established by the Indiana Office of Educator Licensing and Development.

1. A teacher shall provide professional educational services in a nondiscriminatory manner.
2. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
3. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
4. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
5. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
6. A teacher shall not deliberately suppress or distort subject matter.
7. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
8. A teacher shall not knowingly make false or malicious statements about students or colleagues.

Teacher Position Description

Function: To create an educational program and a class environment that is multicultural, gender-fair, disability sensitive, and is favorable to learning and personal growth in accordance with each student's ability and is based on a commitment that all students can learn and grow.

Responsible to: Principal and/or Designee

Qualifications:

1. A valid Indiana teaching license, certificate, or other legal credentials required for level of assignment.
2. Demonstrates continued professional development through course work, research, and peer collaboration.
3. Has working knowledge of the subject matter; classroom management techniques; current researched best practices and strategies; and students' learning styles and needs, both academic and affective.

Responsibilities:

1. Acquires knowledge of the Indiana State Standards and the School Improvement Plan (SIP) to support and achieve those goals.
2. Establishes developmentally appropriate instructional and behavioral expectations for student and for himself/herself and communicates those to students and their families.
3. Creates lessons and learning environments that are safe, respectful, and interesting, as well as multicultural, gender-fair, and disability sensitive. Selects, adapts, and individualizes materials appropriate for diverse student populations and skills.
4. Teaches students the required curricula using strategies that foster thinking, reasoning, and problem solving.
5. Collaborates and communicates regularly with families in making educational decisions.
6. Assesses student's developmental, cognitive, and social needs and provides developmentally appropriate instruction to meet those needs.
7. Regularly assesses student learning by using multiple forms of assessment.
8. Facilitates positive interactions between students and teachers, students and peers, and students and other adults.
9. Evaluates own instructional effectiveness.
10. Participates in ongoing and regular staff, team, and individual professional development.
11. Collaborates with peers to develop, plan, and implement best practices based on the needs and abilities of the students.
12. Participates on building-level committees.
13. Always keeps the student's needs and rights first and foremost in any educational decision-making.
14. Is knowledgeable about the Teacher Code of Ethics.

Best Practice Synopsis

Definition: Best Practice is an instructor's shift in beliefs and actions in the classroom.

A teacher's beliefs and actions about:	In a traditional classroom:	Into a Best Practice classroom:
<i>Classroom Activity</i>	Teacher-Centered Didactic	Learner-Centered Interactive
<i>Teacher Role</i>	Fact Teller, Always Expert	Collaborator, Sometimes Learner
<i>Student Role</i>	Listener	Collaborator, Sometimes Teacher
<i>Instructional Emphasis</i>	Facts, Memorization	Relationships among Standards, Inquiry and Invention
<i>Concept of Knowledge</i>	Accumulation of Facts	Transformation of Facts
<i>Demonstration of Success</i>	Quantity	Quality of Understanding
<i>Assessment</i>	Norm-Referenced, Multiple Choice Items	Criterion-Referenced, Portfolio and Performance

Observation and Evaluation Completion Requirements

Definitions:

Probationary Teacher: A teacher holding a valid Initial Practitioner (or equivalent) license issued by the Indiana Department of Education and who currently has completed less than two years of full-time teaching experience in an accredited school corporation.

Established Teacher: A teacher holding a valid Proficient Practitioner (or equivalent) license issued by the Indiana Department of Education and who currently has completed more than two years of full-time teaching experience in an accredited school corporation.

Probationary Teacher

Format: For a Probationary Teacher, a minimum of two observations (one scheduled, one unscheduled) and one written evaluation will be completed by January 1. A formal conference must be held to share the written evaluation prior to January 1. A minimum of one additional observation and written evaluation is to be completed and discussed in a formal conference with the Probationary Teacher by May 1. Additional observations, evaluations, and professional growth/improvement plans will be implemented and/or conducted as needed during the school year.

In the following years, Probationary Teachers, who have received a Highly Effective or Effective rating: a minimum of two observations (one scheduled, one unscheduled) and one written evaluation will be completed by May 1. Additional observations, evaluations, and professional growth/improvement plans will be implemented and/or conducted as needed during the school year.

Length of Observation: At least one class period

Quality Assurance: Any participant receiving an Ineffective rating will be provided with a Professional Growth/Professional Improvement Plan by the building administrator.

Established Teacher

Format: For an Established Teacher, a minimum of two observations (one scheduled, one unscheduled) and one written evaluation will be completed by the last teacher day of the school year. A formal conference must be held to share the written evaluation prior to the last teacher day of the school year. Additional observations, evaluations, and professional growth/improvement plans will be implemented and/or conducted as needed during the school year.

Length of Observation: At least one class period

Quality Assurance: Any participant receiving an Ineffective rating will be provided with a Professional Growth/Professional Improvement Plan by the building administrator.

Finalized Evaluation Form Part A and Part B

Name:
Evaluation Year:
Grade Level/Subject:
School:
Total Years Teaching Experience:

Evaluation of the effectiveness of teaching is basic to improved instruction and professional growth. The criteria listed in each area of effective teaching will assist both teachers and administrators in the evaluation process. The criteria will allow administrators to make conclusions about the effectiveness of teachers. Teachers will be rated as Highly Effective, Effective, Improvement Necessary, or Ineffective based on the evaluation criteria and student achievement data.

Part A: Professional Observation (100 points) [Factor 1.8]

Five Domains – 99 points possible

- Classroom Culture
- Purposeful Planning
- Effective Instruction
- Assessment
- Professional Leadership

Core Professionalism [Mandatory Domain] – (1 point)

- Attendance
- Tardies
- Policies/Procedures
- Respect/Rapport

Part B: Student Achievement Data (100 points) [Factor .2]

Grades PK-5: 50 percent School Grade
50 percent ISTEP (grades 3-5 combined)

Grades 6-8: 50 percent School Grade
50 percent ISTEP (grades 6-8 combined)

Grades 9-12: 50 percent School Grade
50 percent ECA (English 10 ECA, Algebra 1 ECA combined)

Part A—Professional Observation Form Teacher

General Information

Highly Effective (3 points)

Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed.

Effective (2 points)

Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are generally self-directed.

Improvement Necessary (1 point)

Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified.

Ineffective (0 points)

Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by an administrator.

Domains and Indicators

Classroom Culture (21 points possible)

Teachers create a classroom environment that fosters a climate of urgency and expectations around achievement, excellence, and respect.

1. Exudes high expectations for all students; convincing students they will master the material and encouraging all learners to take pride in their achievement.
2. Recognizes the efforts of individual learners and consistently reinforces positive behavior.
3. Purposefully creates a safe, well-organized environment that celebrates academic work and is conducive to learning.
4. Establishes two-way communication with the learner that is inclusive, flexible, and inviting.
5. Treats learners fairly and deals with classroom behavior in a consistent and timely manner with minimal impact on learning.
6. Creates an environment of mutual respect and positive rapport.
7. Maximizes instructional time through schedules, procedures, routines, and transitions.

Evidence: classroom rules, discipline logs, classroom observations, lesson plans, display of student work, classroom work samples.

Purposeful Planning (15 points possible)

Teachers use 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. [Guidance counselors may have weekly, monthly, and yearly plans rather than daily lesson plans.]

1. Develops challenging and measurable annual student achievement goals with clear benchmarks to help monitor learning.
2. Plans instruction based upon knowledge of subject matter, student's interest, and curriculum goals.
3. Plans daily lessons by:
 - a. Identifying lesson objectives that are aligned to state standards;
 - b. Matching instructional strategies to the lesson objectives;
 - c. Designing routine assessments that measure progress toward mastery.
4. Designs meaningful and relevant assignments that engage students; clearly connects activities and assessment to student understanding; and allocates instructionally appropriate amount of time for learning.
5. Prepares effective plans for substitute teachers.

Evidence: unit plans, daily lesson plans, assessments, student learning goal sheets, assignment samples.

Effective Instruction (33 points possible)

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.

1. Develops students' understanding of the objectives by explaining the importance of the objective, connecting prior knowledge, and referring back to the objective at key points during the lesson.
2. Communicates a sense of purpose for classroom performance and student comprehension. The students are actively engaged throughout the lesson.
3. Demonstrates effective instructional pacing.
4. Delivers content that is factually correct, well organized, and accessible and challenging to all students.
5. Demonstrates a high quality of questioning techniques.

6. Differentiates delivery of instruction based on assessment data.
7. Checks for understanding of content at key moments and modifies lessons accordingly.
8. Re-teaches, modifies long-term plans, and modifies practice as appropriate.
9. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
10. Integrates technology with instruction to maximize student learning and create student engagement in higher level thinking skills.
11. Provides a variety of grouping patterns when appropriate.

Evidence: clearly stated visible goals, teacher observation, lesson plans containing higher level questions and technology, data reports, student progress reports

Assessment (12 points possible)

Teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

1. Records student progress data, analyzes student progress toward mastery, and communicates progress to students.
2. Uses information gained from assessments to improve teaching practice and student learning.
3. Provides a variety of assessments.
4. Teaches students to use assessment feedback to guide their own learning.

Evidence: data reports, analysis of data reports, student self-assessment forms

Professional Leadership (18 points possible)

Teacher develops and sustains the intense energy and leadership within their school community to ensure the achievement of all students.

1. Contributes significant ideas, expertise, and time.
2. Demonstrates a high regard for others and collaborates with colleagues to make the school community successful.
3. Pursues opportunities to improve knowledge and practice, welcomes constructive feedback to improve practice, actively participates in professional development, and actively contributes to the school improvement process.
4. Attempts to remedy obstacles in student achievement to facilitate student success.

5. Strives to develop positive relationships with students and parents. The teacher attends conferences and meetings and responds to parents in a timely manner.
6. Remains abreast of current educational research about student learning and/or utilizes innovative resources.

Evidence: teacher observation, professional development logs, conference and meeting attendance, research sharing

Core Professionalism [Mandatory Domain] (1 point possible)

Four Core Areas: Attendance, Tardies, Rules/Procedures/Policies, Respect/Rapport.
Pass = 1 point; Failure = 0 points and placed on mandatory improvement plan (Year 1) or termination (Year 2).

Each teacher must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas become a concern, the teacher will be notified. If a teacher is in danger of receiving a zero (0), the evaluator shall notify the teacher of the concerns prior to final Part A conference. A score of zero (0) two years in a row is grounds for dismissal at the end of the second year.

Part A—Professional Observation Form Media Specialist

General Information

Highly Effective (3 points)

Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed.

Effective (2 points)

Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are generally self-directed.

Improvement Necessary (1 point)

Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified.

Ineffective (0 points)

Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by an administrator.

Domains and Indicators

Professional Responsibilities (18 points possible)

1. Informs faculty about information literacy.
2. Instructs students in the use of the media center.
3. Evaluates and revises information literacy.
4. Supervises library cadets.
5. Plans with staff to incorporate resources into instruction.
6. Assists students and staff with technology, information access, and material selection for instruction

Develops and Maintains Media Collections (24 points possible)

1. Analyses collection based on curriculum objectives and young adult literature genres.
2. Selects media consistent with policy and stakeholder needs.
3. Ensures processing of circulation system.

4. Orders library materials consistent with policy and procedures.
5. Inspects, maintains, and weeds collection.
6. Utilizes a variety of instructional aides to assist students and staff.
7. Maintains accurate catalog and accurate equipment inventory.
8. Ensures appropriate shelving of materials.

Managing Media Program (9 points possible)

1. Ensures purchasing stays within budget.
2. Informs students and staff of resources and services.
3. Maintains a functional facility

Classroom Culture (21 points possible)

1. Exudes high expectations for all students; convincing students they will master the material and encouraging all learners to take pride in their achievement.
2. Recognizes the efforts of individual learners and consistently reinforces positive behavior.
3. Purposefully creates a safe, well-organized environment that celebrates academic work and its conducive learning.
4. Establishes two-way communication with the learner that is inclusive, flexible, and inviting.
5. Treats learners fairly and deals with classroom behavior in a consistent and timely manner with minimal impact on learning.
6. Creates an environment of mutual respect and positive rapport.
7. Maximizes instructional time through schedules, procedures, routines, and transitions.

Professional Leadership (18 points possible)

1. Contributes significant ideas, expertise, and time.
2. Demonstrates a high regard for others and collaborates with colleagues to make the school community successful.

3. Pursues opportunities to improve knowledge and practice, welcomes constructive feedback to improve practice, actively participates in professional development, and actively contributes to the school improvement process.
4. Attempts to remedy obstacles in student achievement to facilitate student success.
5. Strives to develop positive relationships with students and parents. The teacher attends conferences and meetings and responds to parents in a timely manner.
6. Remains abreast of current educational research about student learning and/or utilizes innovative resources.

Delivery of Services (9 points possible)

1. Assists staff with use of classroom technology and shares with staff during professional development time.
2. Maintains a “rapid response system” for teachers to minimize disruptions to classroom instruction caused by technology issues.
3. Assists students with the use of technology daily.

Core Professionalism [Mandatory Domain] (1 point possible)

Four Core Areas: Attendance, Tardies, Rules/Procedures/Policies, Respect/Rapport.

Pass = 1 point; Failure = 0 points and placed on mandatory improvement plan (Year 1) or termination (Year 2).

Each teacher must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas become a concern, the teacher will be notified. If a teacher is in danger of receiving a zero (0), the evaluator shall notify the teacher of the concerns prior to final Part A conference. A score of zero (0) two years in a row is grounds for dismissal at the end of the second year.

Part A—Professional Observation Form Guidance Counselor

General Information

Highly Effective (3 points)

Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed.

Effective (2 points)

Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are generally self-directed.

Improvement Necessary (1 point)

Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified.

Ineffective (0 points)

Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by an administrator.

Domains and Indicators

Classroom Culture (21 points possible)

Teachers create a classroom environment that fosters a climate of urgency and expectations around achievement, excellence, and respect.

1. Exudes high expectations for all students; convincing students they will master the material and encouraging all learners to take pride in their achievement.
2. Recognizes the efforts of individual learners and consistently reinforces positive behavior.
3. Purposefully creates a safe, well-organized environment that celebrates academic work and is conducive to learning.
4. Establishes two-way communication with the learner that is inclusive, flexible, and inviting.
5. Treats learners fairly and deals with classroom behavior in a consistent and timely manner with minimal impact on learning.
6. Creates an environment of mutual respect and positive rapport.
7. Maximizes instructional time through schedules, procedures, routines, and transitions.

Evidence: classroom rules, discipline logs, classroom observations, lesson plans, display of student work, classroom work samples.

Purposeful Planning (15 points possible)

Teachers use 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. [Guidance counselors may have weekly, monthly, and yearly plans rather than daily lesson plans.]

9. Develops challenging and measurable annual student achievement goals with clear benchmarks to help monitor learning.
10. Plans instruction based upon knowledge of subject matter, student's interest, and curriculum goals.
11. Plans daily lessons by:
 - d. Identifying lesson objectives that are aligned to state standards;
 - e. Matching instructional strategies to the lesson objectives;
 - f. Designing routine assessments that measure progress toward mastery.
12. Designs meaningful and relevant assignments that engage students; clearly connects activities and assessment to student understanding; and allocates instructionally appropriate amount of time for learning.
13. Prepares effective plans for substitute teachers.

Evidence: unit plans, daily lesson plans, assessments, student learning goal sheets, assignment samples.

Effective Instruction (33 points possible)

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.

4. Develops students' understanding of the objectives by explaining the importance of the objective, connecting prior knowledge, and referring back to the objective at key points during the lesson.
5. Communicates a sense of purpose for classroom performance and student comprehension. The students are actively engaged throughout the lesson.
6. Demonstrates effective instructional pacing.
7. Delivers content that is factually correct, well organized, and accessible and challenging to all students.
8. Demonstrates a high quality of questioning techniques.

9. Differentiates delivery of instruction based on assessment data.
10. Checks for understanding of content at key moments and modifies lessons accordingly.
11. Re-teaches, modifies long-term plans, and modifies practice as appropriate.
12. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
13. Integrates technology with instruction to maximize student learning and create student engagement in higher level thinking skills.
14. Provides a variety of grouping patterns when appropriate.

Evidence: clearly stated visible goals, teacher observation, lesson plans containing higher level questions and technology, data reports, student progress reports

Assessment (12 points possible)

Teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

8. Records student progress data, analyzes student progress toward mastery, and communicates progress to students.
9. Uses information gained from assessments to improve teaching practice and student learning.
10. Provides a variety of assessments.
11. Teaches students to use assessment feedback to guide their own learning.

Evidence: data reports, analysis of data reports, student self-assessment forms

Professional Leadership (18 points possible)

Teacher develops and sustains the intense energy and leadership within their school community to ensure the achievement of all students.

4. Contributes significant ideas, expertise, and time.
5. Demonstrates a high regard for others and collaborates with colleagues to make the school community successful.
6. Pursues opportunities to improve knowledge and practice, welcomes constructive feedback to improve practice, actively participates in professional development, and actively contributes to the school improvement process.
7. Attempts to remedy obstacles in student achievement to facilitate student success.

8. Strives to develop positive relationships with students and parents. The teacher attends conferences and meetings and responds to parents in a timely manner.
9. Remains abreast of current educational research about student learning and/or utilizes innovative resources.

Evidence: teacher observation, professional development logs, conference and meeting attendance, research sharing

Core Professionalism [Mandatory Domain] (1 point possible)

Four Core Areas: Attendance, Tardies, Rules/Procedures/Policies, Respect/Rapport.
Pass = 1 point; Failure = 0 points and placed on mandatory improvement plan (Year 1) or termination (Year 2).

Each teacher must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas become a concern, the teacher will be notified. If a teacher is in danger of receiving a zero (0), the evaluator shall notify the teacher of the concerns prior to final Part A conference. A score of zero (0) two years in a row is grounds for dismissal at the end of the second year.

Evidence:

Part A—Professional Observation Form Student Support Specialist

General Information

Highly Effective (3 points)

Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed.

Effective (2 points)

Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are generally self-directed.

Improvement Necessary (1 point)

Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified.

Ineffective (0 points)

Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by an administrator.

Domains and Indicators

School Culture (30 points possible)

1. Provides specific social and emotional support to students and their families.
2. Organizes and plans holiday donations for families in need.
3. Disseminates supplies and resources for identified families in need.
4. Collaborates with counselors at the middle school and high school when needed.
5. Assists with Kindergarten and Pre-School Round Up.
6. Assists all students in acquiring the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
7. Provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.
8. Provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.
9. Facilitates student understanding of the relationship between academics, personal qualities, education and training, and the world of work.

10. Establishes professional goals and pursues opportunities to grow professionally.

Management and Organization (15 points possible)

1. Completes risk assessments on students referred by classroom teachers.
2. Maintains accurate case histories in the student information system.
3. Maintains a file of anecdotal records and observations.
4. Maintains the Child Protection Services report log.
5. Assists the School Resource Officer in maintaining accurate records of names and addresses of sexual offenders who move into the area.

Student Support (18 points possible)

1. Assists in obtaining medical, social, or educational information to develop interventions for promoting student academic and social success.
2. Coordinates crisis intervention services when needed and provides follow up support to the child(ren) and teacher(s) following the intervention.
3. Collaborates with classroom teachers concerning student behavioral issues.
4. Provides orientation to new students.
5. Assists in the administration of standardized assessments.
6. Facilitates additional academic support from internal and external sources.

Agency Collaboration (18 points possible)

1. Locates and mobilizes community resources to support the student and/or family in crisis situations.
2. Represents students and families with outside Social Services Agencies such as Department of Child Services, Probation, Courts, Sheriff's Department, counseling agencies and therapists as necessary.
3. Works with local agencies by making referrals for counseling for students and families.
4. Maintains a local donation fund and continues to secure monies for the fund by speaking to community groups.
5. Represents the school at various meetings and events as assigned by the administration.

6. Coordinates services provided by local agencies within the school.

Professional Leadership (18 points possible)

1. Contributes significant ideas, expertise, and time.
2. Demonstrates a high regard for others and collaborates with colleagues to make the school community successful.
3. Pursues opportunities to improve knowledge and practice, welcomes constructive feedback to improve practice, actively participates in professional development, and actively contributes to the school improvement process.
4. Attempts to remedy obstacles in student achievement to facilitate student success.
5. Strives to develop positive relationships with students and parents. The teacher attends conferences and meetings and responds to parents in a timely manner.
6. Remains abreast of current educational research about student learning and/or utilizes innovative resources.

Core Professionalism [Mandatory Domain] (1 point possible)

Four Core Areas: Attendance, Tardies, Rules/Procedures/Policies, Respect/Rapport.

Pass = 1 point; Failure = 0 points and placed on mandatory improvement plan (Year 1) or termination (Year 2).

Each teacher must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas become a concern, the teacher will be notified. If a teacher is in danger of receiving a zero (0), the evaluator shall notify the teacher of the concerns prior to final Part A conference. A score of zero (0) two years in a row is grounds for dismissal at the end of the second year.

Example Calculations

Individual Raw Data:

Professional Observation: 83
 School Grade: 3.09
 Student Data: 86

Individual Calculated Data:

	Raw Score	Factor	Calculated Score
Part A Score	83	1.8	149.40
Part B Score—School Grade*	81.8	.1	8.18
Part B Score—Test Data	86	.1	8.60
Finalized Score			166.18

Overall Rating (Parts A and B Combined)

<i>Total Evaluation Score</i>	<i>Rating</i>
160-200	Highly Effective
120-159	Effective
100-119	Improvement Necessary
Below 100	Ineffective

*School Grade Values Calculation
 $20 \times (1 + \text{School GPA}) = \text{Percentage}$