

**PROFESSIONAL  
GROWTH  
AND  
EVALUATION PLAN**

**2022-2023 School Year**

**SHOALS COMMUNITY SCHOOL CORPORATION**

**11741 IRONTON ROAD**

**SHOALS, INDIANA 47581**

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11741 Ironton Road  
Shoals, Indiana 47581

**Professional Growth and Evaluation Plan  
2022-2023**

I have received this plan. \_\_\_\_\_

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

## Mission

The Shoals Community School Corporation exists to meet the individual educational needs of the children of the community by providing a program to develop the skills necessary to earn a living and to enjoy a high quality of life. The Shoals Community School Corporation shall develop and maintain a standard of excellence in its educational program and maintain a high level of expectation for each student's performance.

## Vision for Instruction

The Shoals Community School Corporation provides inviting, challenging, and relevant learning opportunities for all students.

## Purpose

The purpose of the professional growth and evaluation model adopted by the Shoals Community School Corporation is to ensure quality instruction for all of our students and to foster growth and reflection among our teaching staff. The process is designed to support teachers and administrators as they work to provide quality instruction and educational experiences for our students.

It is the responsibility of our teaching staff to continually work toward improvement in instruction and the responsibility of our administrators to support and assist the teaching staff in that work. Professional growth is an ongoing process which includes collaboration with colleagues, goal setting, self-evaluation, and reflection.

## We believe.....

- **Nothing we can do for our students matters more than giving them effective teachers.** Without effective evaluation systems, we cannot identify and retain excellent teachers, provide useful feedback and support, or intervene when necessary. When teachers succeed, students succeed.
- **Teachers deserve to be treated like professionals.** The evaluation model provides teachers with regular feedback on their performance, opportunities for professional growth, and recognition of exceptional work. We are committed to providing evaluations that are fair, accurate, and consistent based on multiple factors.
- **A new evaluation system will make a positive difference in teachers' everyday lives.** All teachers will receive detailed, constructive feedback tailored to their individual needs and the needs of their students. Principals will regularly communicate with teachers to discuss their areas of success and areas of needed improvement, to set professional goals, and to create professional growth plan to help meet those goals.

## **Teachers Serving in Both Buildings**

Principals in buildings sharing a teacher will determine the primary and secondary evaluator.

## **Training for Staff Responsible for Evaluation**

Administrators responsible for conducting staff evaluations will be trained in evaluation methods. Ongoing training and support in evaluation skills will be provided so that administrators will have a clear sense of the competencies measured in each domain. Areas of training will include the following: observation skills, artifact and document analysis, conferencing and mentoring skills, professional growth plan development, and feedback skills. This training will be ongoing and will occur annually. Training will incorporate procedures needed to ensure validity, reliability, and consistency in collecting and using evidence to promote teacher growth. Principals will serve as primary and/or secondary evaluators for all certificated employees. The superintendent will be the primary evaluator for all principals.

## **Teacher Induction to the Teacher Evaluation Plan**

Training will take place with all certified staff. New teachers to the district and beginning teachers will be provided the same training at either the building level or the corporation level. Documents necessary for the implementation of the evaluation process will be provided to new staff to ensure that they have a clear understanding of the process during that induction period.

## **Teacher Long-term Absence and Evaluation**

Teachers may experience long-term absences due to extenuating circumstances during the school year. Teachers must be present in the classroom for 120 of the 180 student days during any given school year. If a teacher must be absent more than 60 days in a year, a summative rating will be based upon the measures that are available. A teacher in this situation will not receive a raise in pay based on the increment (years of teaching experience) factor. The teacher may receive an increase in pay if he/she is rated as effective or highly effective using the measures available.

If a teacher is absent the equivalent of an entire semester or more, the teacher's evaluation will be termed as "incomplete" and completed during the next school year. Teachers in this circumstance will not be considered for any increase in pay for the subsequent year after the absences.

## **Professional Practice**

## Component 1

### Teacher Status

**Established**

All teachers under contract in the Shoals Community School Corporation will begin the 2012-2013 school year as an established teacher.

**Probationary**

Teachers hired on or after July 1, 2012, have probationary status.

Probationary teachers EARN professional status through a pattern of effectiveness (3 effective or highly effective ratings in any 5-year period).

All certified staff, defined by state law as a teacher, will be evaluated on a yearly basis.

**Table Relating Performance to Status Change**

	<b>Probationary</b>	<b>Professional</b>	<b>Established</b>
<b>Highly Effective</b>	When rated <i>highly effective</i> or <i>effective</i> for three or five years, teacher will move to <i>professional</i> .	Remains at the <i>professional</i> level.	Remains at the <i>established</i> level.
<b>Effective</b>	When rated <i>highly effective</i> or <i>effective</i> for three of five years, teacher will move to <i>professional</i> .	Remains at the <i>professional</i> level.	Remains at the <i>established</i> level.
<b>Improvement Necessary</b>	Two <b>consecutive</b> may lead to dismissal	Remains at the <i>professional</i> level. Any combination of three <i>improvement necessary</i> or <i>ineffective</i> ratings within five years may lead to dismissal for incompetence.	Remains at the <i>established</i> level. Any combination of three <i>improvement necessary</i> or <i>ineffective</i> ratings within five years may lead to dismissal for incompetence
<b>Ineffective</b>	May be dismissed.	Moves back to <i>probationary</i> after one ineffective rating.	Remains at the <i>established</i> level. Any combination of three <i>improvement necessary</i> or <i>ineffective</i> ratings within five years may lead to dismissal. (Two <b>consecutive ineffective</b> ratings may also lead to dismissal.)

**Overview of Components**

Every teacher is unique, and the classroom is a complex place. Evaluation 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 Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism. (Component 1)

**2. Student Learning** – A teacher’s contribution to student academic progress, assessed through multiple measures of student academic achievement and growth as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments. (Component 2)

## **Component 1: Professional Practice**

### **Indiana Teacher Effectiveness Rubric: Overview**

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

## **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 Create Classroom Culture of Respect and Collaboration
- 2.8 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

### **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 IDOE.
- **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 DOE.

### **Teacher Effectiveness Rubric: Scoring**

Observation Type	Length (min.)	Pre Conference	Post Conference	Written Feedback	Announced?
Extended	30-40 min.	Optional	Yes	Within 5 days	Optional
Short	10-12 min.	No	No	Within 5 days	No

### Teacher Evaluation Schedule

Teacher Status	Extended Evaluation	Short Evaluation	Timeline
Probationary	Minimum 2/year	3/year	1 Extended/Semester All Completed by <b>April 30</b>
In Need of Improvement (IN) Ineffective (IE)	Minimum 2/year	3/year	1 Extended/Semester All Completed by <b>April 30</b>
Teachers in Danger of Being In Need of Improvement of Ineffective	2/year	3/year	2 Extended/Year (1 <sup>st</sup> one completed by 1/31) All Completed <b>April 30</b>
Effective	1/year	2/Year	Extended Completed by Jan. 31/All Completed by <b>April 30</b>
Highly Effective	1/year	1/Year	Extended Completed by Jan. 31/All Completed by <b>April 30</b>

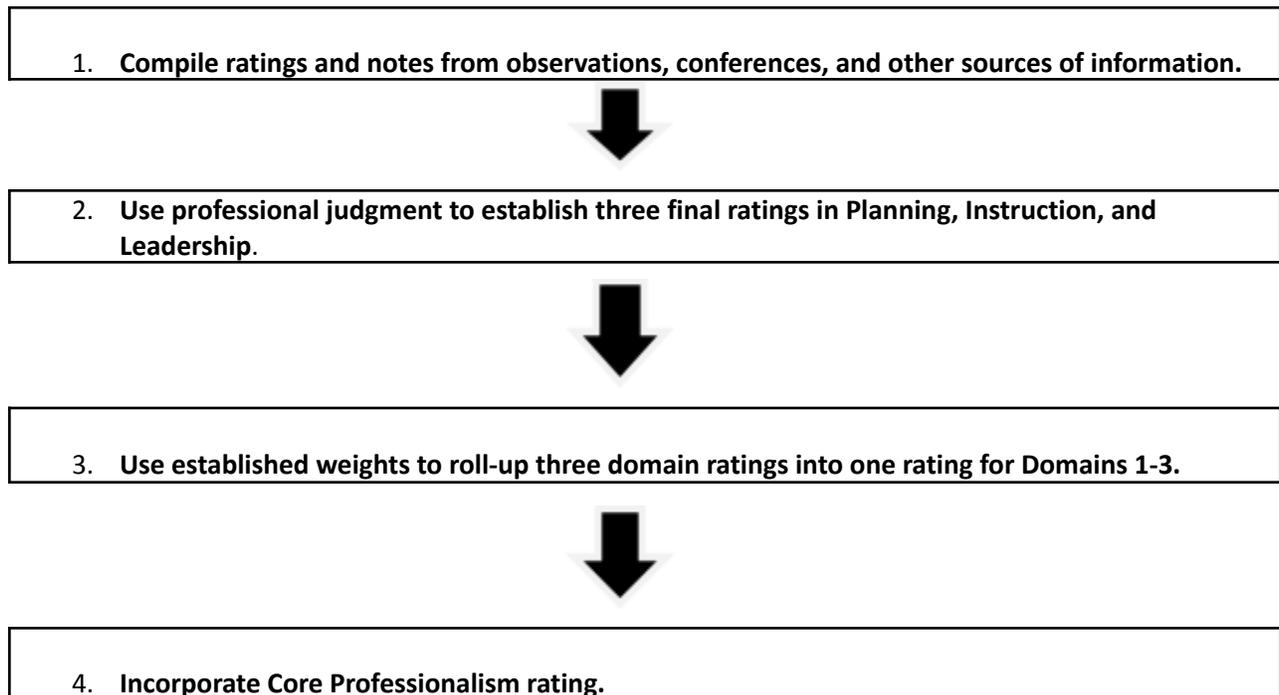
**Primary Evaluator:** The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator. In our corporation, the principal is the primary evaluator for each of the teachers in his/her buildings.

**Secondary Evaluator:** An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Each teacher may have more than one secondary evaluator.

- **Primary evaluators must perform a minimum of 1 extended and 1 short observation per year for each teacher. All others may be conducted by secondary evaluators.**
- **Observations should be spaced evenly throughout the year.**

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.

**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:**



Each step is described in detail below.

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

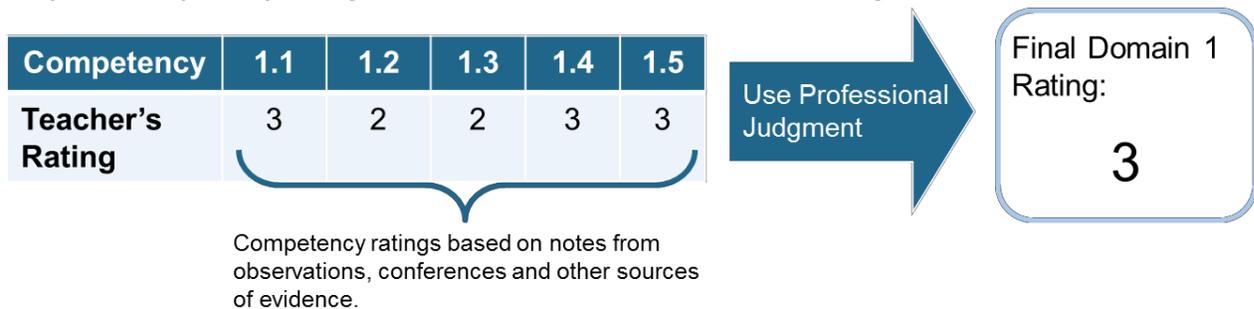
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information 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.

**Example of Competency Ratings for Domain 1 and the Final Domain Rating**



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 Domains 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
<b>Domain 1: Planning</b>	3	10%	0.3
<b>Domain 2: Instruction</b>	2	75%	1.5
<b>Domain 3: Leadership</b>	3	15%	0.45
	<b>Final Score</b>		<b>2.25</b>

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. Teacher Effectiveness Rubric Score = 2.25.

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



*Scoring Requirement:* 1 is the lowest score a teacher can receive in the evaluation 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.

**Evaluation helps school leaders identify those teachers who need extra support to help their students succeed.**

Groups Who May Need Extra Support	Methods of Support
New teachers especially those in their first year	<ul style="list-style-type: none"> <li>● Professional Development Plans</li> <li>● More frequent extended or short observations</li> <li>● Regular pre and post conferencing with observations</li> <li>● Mid-year conference to check-in on overall progress</li> </ul>
Teachers who were rated “Improvement Necessary” or “Ineffective” on the previous year’s summative evaluation	
Teachers in danger of receiving “Improvement Necessary” or “Ineffective” ratings in the current year.	

## Component 2: Student Learning Objectives

According to IC 20-28-11.5 all teacher evaluation models must include three key components:

- **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 fully 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 and Achievement 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.

### Measures of Student Learning in Evaluation

Measures of student learning make up 20 percent of a teacher’s final evaluation rating. Evaluation also includes measures of students’ progress toward specific growth or achievement goals, known as Student Learning Objectives.

<b>Student Learning – Contribution to Student Academic Progress</b>
<b>Measure: Student Learning Objectives (SLO)</b>

Teachers	Grades PK-12
20%	Student Learning Objectives
25%	Maximize Instructional Time (measured using 2.7 in the old TER)
55%	Teacher Effectiveness Rubric (See Component 1)

#### 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.

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 Student Growth and/or 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, evaluation seeks to make these best practices a part of every teacher’s planning. As part of evaluation, 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 Evaluation

Student Learning Objectives in evaluation 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, all teachers will set two Objectives for just one of their classes.

Teachers set two types of Student Learning Objectives in evaluation: 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.

	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>Class Objective</b>	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 a 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. 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.

	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>Targeted Objective</b>	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 evaluation, 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 evaluation to encourage teacher-teacher and teacher-principal collaboration and center the work of all educators on teaching and learning.

### **The Student Learning Objective Process**

The Student Learning Objective process in evaluation has five steps:

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

## 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.

1	State Assessments (ECA's, SS/SCI ISTEP+, LAS Links, etc.)	Confidence and Commonality 
2	Common Corporation Assessment (Created or Purchased) Common School Assessment (Created or Purchased)	
3	Classroom Assessment	

<b>COMMON CORPORATION ASSESSMENTS</b>	Assessments that are mandated or optional for use corporation-wide (e.g. NWEA, IN Course-Aligned Assessments, locally-created assessments).
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<b>COMMON SCHOOL ASSESSMENTS</b>	Assessments that are mandated or optional for use school-wide (e.g. a final exam written by science teachers and used in all chemistry classes in a school).
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<b>CLASSROOM ASSESSMENTS</b>	Assessments used by a single teacher for a particular course (e.g. a teacher's world history final exam).
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When setting a Class Student Learning Objective for a class covering all Indiana content standards for the course, teachers may but are not required to choose the assessment that ranks highest in confidence and commonality according to the above hierarchy of assessments.

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 evaluation 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:

	<b>Algebra I</b>	<b>Geometry</b>	<b>Algebra II</b>	<b>Pre-Calculus</b>	<b>AP Calculus</b>	<b>AP Statistics</b>	<b>Discrete Mathematics</b>
<b>Test Available 1</b>	Common School Final Exam	Common School Final Exam	Common School Final Exam	Common School Final Exam	AP Exam	AP Exam	Classroom Final Exam
<b>Test Available 2</b>	Common School Final Exam	IN Course-Aligned Assessment	IN Course-Aligned Assessment	IN Course-Aligned Assessment	IN Course-Aligned Assessment	Classroom Final Exam	Classroom Final Exam

## 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.

<table border="1"><tr><td><b>State Assessments</b></td></tr><tr><td><b>Common Corporation Assessments</b></td></tr></table>	<b>State Assessments</b>	<b>Common Corporation Assessments</b>	<b>Pre-Approved Assessments</b>
<b>State Assessments</b>			
<b>Common Corporation Assessments</b>			
<table border="1"><tr><td><b>Common School Assessments</b></td></tr><tr><td><b>Classroom Assessments</b></td></tr></table>	<b>Common School Assessments</b>	<b>Classroom Assessments</b>	
<b>Common School Assessments</b>			
<b>Classroom Assessments</b>			

**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 preapproved 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 should 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. 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. 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.

## 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 of 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 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.

### **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* 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
<b>Highly Effective</b>	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
<b>Effective</b>	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
<b>Improvement Necessary</b>	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
<b>Ineffective</b>	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.

### **Setting the Final Class Student Learning Objective**

After teachers have considered students’ starting points, they record their Class Objective. 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 Objectives:

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:

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

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:

	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>Targeted Objective</b>	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.

### **Setting Student Learning Objectives – Summary of Step 3**

#### **Class Objective**

After completing the *Step 2*: 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.

### **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.
  - Based on student needs and available assessments, the teacher determines whether this objective should focus on growth, achievement, or both
- B. The teacher writes 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, 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 and 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* 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 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:

	<b>Rating</b>	<b>x Weight</b>	<b>Weighted Score</b>
<b>Class Objective</b>	2	x 0.50	1.0
<b>Targeted Objective</b>	3	x 0.50	1.5
<b>SLO Total</b>			<b>2.50</b>

### **Final Summative Score**

The final summative score will be determined by the data collected by the principal in all areas of the evaluation model that apply to each individual teacher based on his/her teaching assignment.

### **Example Final Evaluation Rating**

<b>Component</b>	<b>All K-12 Classes</b>
<b>Teacher Effectiveness Rubric</b>	55%
<b>Maximize Instructional Time</b>	25%
<b>Student Learning Objectives</b>	20%

Once the weights are applied appropriately, an evaluator will have a final decimal number.

Below is an example for a teacher:

<b>Component</b>	<b>Raw Score</b>	<b>Weight</b>	<b>Weighted Score</b>
<b>Teacher Effectiveness Rubric</b>	2.6	X55%	=1.43
<b>Maximize Instructional Time</b>	3	X 25%	=0.75

<b>Student Learning Objectives</b>	<b>4</b>	<b>X20%</b>	<b>=0.8</b>
<b>Sum of the Weighted Scores</b>			<b>2.98</b>

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

The final weighted score is then translated into a rating on the following scale.

**2.98**

<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>1.0</b>	<b>1.75</b>	<b>2.5</b>	<b>3.5</b>
<b>Points</b>	<b>Points</b>	<b>Points</b>	<b>Points</b>

**Note: Borderline points always round up.**

**The final summative score for this teacher would be Effective. Teachers will receive their final summative rating within seven days of the principal’s completion of the summative evaluation.**

### **PROFESSIONAL GROWTH PLAN & PROFESSIONAL DEVELOPMENT**

Feedback to all teachers will be immediate. Teachers with a “Needs Improvement” or an “Ineffective” summative rating or those in danger of receiving a “Needs Improvement” or an “Ineffective” rating will work with the principal to develop a personal Professional Growth Plan. Positive growth will be expected in no more than a 90-day period following the implementation of this plan. Professional Development will be tailored to the needed areas of improvement as stated in the teacher’s Professional Growth Plan. The Professional Growth and Development plans will be used as a requirement for license renewal for those teachers scoring “Needs Improvement” or “Ineffective.”

Professional Development will be available to all teachers. Professional Development will be determined by each teacher’s area(s) of need.

New and/or struggling teachers will have the opportunity for additional observations, mentoring by teachers determined to be effective or highly effective, and increased professional development to address their area(s) of need.

### **EVALUATION OF ALL CERTIFIED STAFF**

All teachers and certificated staff will be evaluated annually. Certificated employees who teach individual children and do not teach in an entire class setting (e.g. speech pathologist, special education resource teachers, counselors, librarians) will create two targeted objectives

instead of one class objective and one targeted objective. Specialized rubrics created by professional organizations representing each of these groups will be used to determine highly effective, effective, needs improvement, and ineffective in their professional practice. Targeted objectives will be based on student achievement results as assessed on mandatory statewide or end-of-course teacher-created assessments.

### **FAIRNESS, CONSISTENCY, AND OBJECTIVITY OF SYSTEM**

Administrators will continually monitor the effectiveness of instruction as related to student achievement scores. Student achievement data will be compared to each teacher's summative rating determination for each school. If a positive correlation is not evident, teachers and principals will review instructional practices, student achievement data to determine areas of weakness, and professional development needs as determined by this review. Professional development will be made available for teachers in areas of need and for principals in effective evaluation skills.

Teachers receiving an "Ineffective" in their final summative rating may request in writing a meeting with the superintendent within ten (10) days of receiving the "Ineffective" rating.

### **TRACKING/MONITORING DOCUMENTATION**

Principals will use evaluation-designed software to collect documentation, track the data, and provide feedback to teachers and all certified staff. All student data will be accessible to staff through the use of a data warehousing system designed to provide the most effective, efficient interaction with said data.

## NOTIFICATION OF PARENTS OF INEFFECTIVE TEACHERS

Principals will not, when possible, place students in classrooms for two consecutive years with an “Ineffective” teacher. If this is not possible, parents will be notified in writing that their child(ren) has been placed for two consecutive years in a classroom with an “Ineffective” teacher.

### NEGATIVE IMPACT

Negative impact on student learning shall be defined as follows (511 IAC 10-6-4):

1. For classes that are not measured by statewide growth model assessments, a teacher must satisfy the following two variables, in order to be determined as having a negative impact on student learning. Teachers meeting both variables will not be eligible to receive a summative rating in the “Effective” or “Highly Effective” range.
  - a. The teacher receives an ineffective rating on both SLOs (class and targeted, or both targeted)
  - b. Fewer than 60% of his/her students pass the end of course assessment.

Suggested Timeline:

August-September

- Teacher and evaluator meet for beginning-of-year conference.

August-December

- Evaluator makes classroom observations and provides feedback when required or needed.

November-February

- Teacher and evaluator meet for Mid-Year Conference at teacher’s request or evaluator’s discretion.

January-April

- Evaluator continues to make classroom observations and provide feedback.

May

- Evaluator completes observations and scores Teacher Effectiveness Rubric if all materials have been completed, submitted, and evaluator has had time to evaluate Domains 1 and 3.

May-Collection of Data

- Teacher and evaluator meet for End-of-Year Conference for summative evaluation.

Professional Contribution Log
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## Principal Metrics and Summative Scoring

### Components

Each principal's summative evaluation score will be based on the following components and measures.

<b>1) Professional Practice – Assessment of Leadership Outcomes</b>
<b>Measure:</b> Principal Effectiveness Rubric (PER)

<b>2) Student learning – Contribution to Student Academic Progress</b>
<b>Measure:</b> Administrative Student Learning Objectives (SLO)

### Weighting of Measures

The weights of each measure are provided in the table below.

Measures	Percentage
Indiana Principal's Effectiveness Rubric (PER)	75%
Administrative Student Learning Objectives (SLO)	25%
<b>Total Score</b>	<b>100%</b>

### Principal Effectiveness Rubric (75%)

This score is obtained from the evaluation rating from the Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 75% of the principal's comprehensive rating. The final professional practice rating will be calculated by the evaluation in a four step process:

- 1. Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.**

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, regular bi-weekly walkthroughs and monthly conferences between leaders and their evaluators will occur. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

- 2. Use Professional Judgment to Establish Final Ratings for Each Competency.**

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. 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 leaders in different contexts and how leaders have evolved over the course of the year.

**3. Use Professional Judgment to Establish Final Ratings in Principal Effectiveness and Leadership Actions.**

After collecting evidence, the evaluator will assess where the principal falls within each in each of the two domains. How the scores correlate to the rating categories is as follows:

<b>Principal Effectiveness Rubric</b>	<b>Category</b>	<b>Points</b>
	Highly Effective (HE)	4
	Effective (E)	3 or 3.5
	Improvement Necessary (I)	2 or 2.5
	Ineffective (IN)	1 or 1.5

The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the principal, using evidence to support the final decision.

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

	<b>D1: Teacher Effectiveness</b>	<b>D2: Leadership Actions</b>
<b>Final Rating</b>	<b>3 (E)</b>	<b>2 (IN)</b>

**4. Average Two Domain Ratings into One Final Practice Score.**

At this point, each of the two final domain ratings is averaged together to form one score. The final rubric score feeds into a larger calculation for an overall summative rating including the student learning measures below.

$$3+2=2.5 \text{ Final Practice Score}$$

**Administrative Student Learning Objectives (25%):** This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows a principal to set two goals to suit local needs, focus on specific areas, or to emphasize growth if

they are an underperforming school, etc. It is weighted 20% of the principal's comprehensive rating.

The guidelines for Administrative Student Learning Objectives are as follows:

1. Have two goals.
2. Must be measurable.
3. Must be collaboratively set by administrator and evaluator.
4. May be district or school based.
5. Must be based on student learning measures (student data).
6. Can be growth/improvement or achievement.
7. May be based on whole school or subgroup populations.

Some possible student learning data sources or areas a principal may set goals around include the following: IREAD K-2, IREAD 3, LAS Links, IMAST, Acuity, mCLASS, common assessments in social studies or science, non-state mandated assessments (NWEA, etc.) AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, dual-credit achievement, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met. Examples of data sources that are not considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student achievement or growth.

**Elementary/Middle School Administrative SLO examples:**

- At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
- The bottom 25% of grades 6-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 70% of K-2 students will score a proficient or above in IREAD-2.

**High School Administrative SLO examples:**

- The graduation rate for the High School will raise at least 5%, reaching 80% graduation rate by the end of the school year.
- The percentage of AP students scoring a 3, 4, or 5 on any AP test will increase from 45% last year to 60% this year.
- The bottom 25% of 10<sup>th</sup> grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the year.

**Administrative SLO non-examples:**

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of average weekly referrals to the office from 36 to 20.

**Administrative SLO Scoring**

The alignment for goal achievement, rating category, and points is as follows:

Expectation	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

**Rolling Up the Score**

For summative scoring, once all three raw scores are determined, each score should be multiplied by its corresponding weight. Once each measure’s score is calculated, all three scores are added together to create a final comprehensive Effectiveness Rating. The chart below provides a layout for calculating the final rating.

	Raw Score	x	Weight	Score
Rubric Rating			0.75	
Admin. SLO Rating			0.25	
			<b>Comprehensive Effectiveness Rating</b>	

**Category Ratings**

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below.

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

**\*Note: Borderline points are always round up.**

**ISBA/IAPSS SUPERINTENDENT METRICS AND SUMMATIVE SCORING**

The superintendent’s evaluation is formative in substance, identifying areas where job performance can be improved through intentional activities that support and enhance the superintendent’s job performance. The evaluation is not simply a summative review of what did or did not happen according to plans. Some flexibility in the process is allowed in order to

differentiate between those goals that can/are reasonably expected to be achieved and those goals that are more subject to circumstances beyond the superintendent’s control.

The Indiana Superintendent Evaluation Process has two primary components:

1. The Evaluation Instrument (Rubric)
2. Superintendent Goals and/or Objectives (Minimum two per year)

The evaluation metrics are critical to the process. The percentages represent the weight that is to be given to each of the three evaluation categories: the rubric, goals and/or objectives, and corporation accountability grade.

<b>Metric Percentages</b>	
School Year	2019-2020
Assessment Instrument	75%
Goals/Objectives	25%
Total	100%

**The Evaluation Rubric**

The rubric consists of 25 questions distributed within the six primary categories reflected in “Indiana Content Standards for Educators: School Leader—District Level.” Each of the six categories has between two and six indicators that describe a specific performance to be evaluated. Each descriptor will have four performance levels: Highly Effective, Effective, Needs Improvement, and Ineffective, which describe varying levels of performance. A copy of the rubric can be found in the Appendices.

**Performance-Based Goals/Objectives**

Superintendents will write at least two measurable goals/objectives based on student achievement and corporation needs. Some goals/objectives may be ongoing and require extended time beyond the evaluation period for completion. This should be noted by the board and the superintendent. These goals/objectives will constitute 25% of the superintendent’s final summative evaluation.

Evaluation Plans must be in writing and explained prior to evaluations are conducted. IC 20-28-11.5-4 (e) (1) and (2)