



**Northwest
Allen County
Schools**

Certificated Employee

Performance Evaluation Plan

Northwest Allen County Schools

Professional Evaluation Plan

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Northwest Allen County Schools

Performance Evaluation Plan

Introduction

Studies demonstrate that “effective schools can make a substantial difference in the achievement of students ... the one factor that surfaced as the single most influential component of an effective school” is the quality of the instruction within it (Marzano, 2007, p. 1). To that end, the Professional Growth Framework was created by a representative group of Northwest Allen County Schools (NACS) teachers and administrators to define the behaviors, activities, and attributes that increase the likelihood of learning among the students we are blessed to serve. The Professional Growth Framework is built upon a foundation of research summarized in Marzano’s *The Art and Science of Teaching*, Danielson’s *Implementing the Framework for Teaching in Enhancing Professional Practice*, Guskey’s *On the mark: Challenging the conventions of grading and reporting*, Hattie’s *Visible learning for teachers*, Wiggins and McTighe’s *Understanding by Design*, and Hall and Hord’s *Implementing Change: Patterns, Principles, and Potholes*. The Professional Evaluation Procedures are based upon the same research that informed the Professional Growth Framework and the work outlined in Marzano, Frontier, and Livingston’s *Effective Supervision: Supporting the Art and Science of Teaching*. This document provides guidelines that enhance overall instruction while identifying areas that NACS teachers do well and areas whereby additional training and professional learning are needed. The overall goal of the evaluation process is to help each educator become an expert in the teaching profession.

The Performance Evaluation Plan was created through discussion among teachers and administrators. The original group that created the updated plan to comply with I.C. 20-28-11.5 was comprised of 34 teachers and 6 administrators. The plan was recommended by a 347-1 vote among all certified teachers in the fall of 2012 and adopted by a unanimous vote among the five members of the Board of School Trustees. The plan has been updated by reconvening members of the evaluation committee and completing statutorily required discussion with teacher representatives. At one of the regularly scheduled board meetings each August or September, our board is reminded of how our plan works, updated on the changes integrated into the plan since the previous update, and presented the results of the evaluations completed the previous school year. The plan shall be emailed to all teachers each fall, posted on the “Human Resource” section of the NACS website, and shared with all teachers new to NACS during teacher orientation meetings.

The Performance Evaluation Procedures outline the system and identify documents used throughout the evaluation process. Communication between teachers and evaluators is an essential component in successfully realizing continuous professional growth among each (NACS) employee. This communication identifies the needs for individual and collective professional learning activities, recognizes high quality teaching performance, and as required in statute, informs recommendations related to current and future job status. Each teacher’s performance evaluation shall also, as required by statute, inform (1) the performance-based compensation program as communicated in the Master Contract between NACS and the Northwest Allen County Educators Association and (2) the Reduction In Force procedures outlined in the NACS Administrative Guidelines for Certified Employees.

Performance Evaluation Procedures

1. The primary purpose of the Performance Evaluation Plan is to help each educator become an expert in the field of teaching by promoting continuous improvement in instruction, curriculum and lesson development, and assessment to maximize learning for each student.
2. As required by statute, the plan requires each certified employee to be evaluated annually. The Professional Growth Framework (Appendix B) defines the instructional and professional expectations of NACS, serves as a guide to teachers and evaluators, and identifies the rigorous measures of effectiveness as required by statute by outlining the minimum expectations of teaching throughout NACS. Additional explanation of the minimum expectations is included in the *Summary of The Art and Science of Teaching* (Appendix M).
3. To enhance communication, each teacher shall submit at least two (2), but no more than four (4), instructional and/or professional learning goals. The Professional Growth Action Plan (Appendix G) and the accompanying forms (Appendices H and I) shall serve as the official documentation of the goals and progress towards accomplishing these goals. Initial goals shall be submitted to the teacher’s evaluator by September 30 and finalized after engaging in discussion with the evaluator prior to October 31.
4. The Performance Evaluation Procedure shall be conducted in an open, cooperative process between evaluator and teacher. Evaluators, which may include building level principals, assistant principals, or district level administrators, must attend training as prescribed by her/his supervisor and assumes the responsibility for completing the official evaluation form. At a minimum,

all evaluators shall be provided a copy of *Effective Supervision: Supporting the Art and Science of Teaching*, by Marzano, Frontier, and Livingston, and engage in related discussion. To ensure ongoing professional learning among evaluators, the topic of effective evaluation practices shall be integrated into multiple meetings of the Instructional Leadership Team, which includes all evaluators, throughout each school year. Included within these meetings shall be professional learning activities, sharing of best practices, and discussion among evaluators.

5. Definitions:

a. A “Probationary” Teacher is a teacher who:

- i. Serves under a contract as a teacher in a public school corporation; and
- ii. Has not received a rating in an evaluation under IC 20-28-11.5; or
- iii. Earns a rating of ineffective in an evaluation under IC 20-28-11.5; or
- iv. Has not earned three (3) ratings of effective or highly effective in a five (5) year period under IC 20-28-11.5.
- v. A teacher who earns a rating of ineffective or improvement necessary, as defined in I.C. 20-28-11.5, shall develop, in conjunction with the evaluator, a Remediation Plan (Appendix L). The teacher shall have at most one semester, or up to ninety (90) school days if a semester is greater than 90 school days, to correct the deficiencies noted on the teacher’s completed Performance Evaluation Results Form as required in I.C. 20-28-11.5-6(b).
- vi. A teacher earning a rating of “Ineffective” may contact the Superintendent and request a conference with him/her as prescribed in I.C. 20-28-11.5-6.
- vii. Parents of students assigned for the second year in a row to a teacher earning a rating of “Ineffective” shall be notified in writing as required in I.C. 20-28-11.5-7.

b. A “Professional” Teacher is a teacher who:

- i. Serves under a contract as a teacher in a public school corporation; and
- ii. Earned a rating of effective or highly effective for at least three (3) years within the most recent five (5) year period.

6. In order to fulfill the primary purpose of the teacher evaluation procedure and determine progress on established goals, frequent classroom observations, which may be announced or unannounced, shall be completed by evaluators in order to determine an accurate depiction of what each teacher does well and on what s/he can improve in order to perfect her/his professional craft. Feedback shall be provided to teachers via Standard for Success, in writing, orally, or via another method pre-approved by the Superintendent. (NOTE: For the 2020-2021 school year, remote teachers shall be observed remotely/virtually and onsite teachers may be observed remotely/virtually if the evaluator and teacher mutually agree to such an observation.) Observations may take place in the following manner:

- a. Short Observation – classroom visits less than 15 minutes in duration;
- b. Intermediate Observation – classroom visits of at least 15 minutes and less than 30 minutes in duration;
- c. Extended Observation – classroom visits of at least 30 minutes in duration.

- Each probationary teacher shall be observed a minimum of eight (8) times per school year with at least one of the classroom observations being an Extended Observation and at least one of the classroom observations being an Intermediate Observation. (NOTE: For the 2020-2021 school year, observations conducted onsite will be limited to Short and Intermediate observations unless concerns are documented. If concerns are documented, Extended observations shall be conducted to confirm or address the documented concerns. Limiting the length of observations should reduce the number of people in a classroom and allow for COVID-related safety measures to be maintained.)
- Each probationary teacher who previously taught at least two years in a different school corporation/district and who earned a rating of “Effective” or “Highly Effective” during her/his first year of teaching within NACS, shall be treated as a “professional” teacher in terms of the minimum required number of classroom observations.
- Each professional and established teacher (statutorily defined as a non-probationary teacher hired before July 1, 2011) shall be observed a minimum of five (5) times per school year with at least one of the classroom observations being an Extended Observation. (NOTE: For the 2020-2021 school year, observations conducted onsite will be limited to Short Observations unless concerns are documented. If concerns are documented, Intermediate or Extended observations shall be conducted to confirm or address the documented concerns. Limiting the length of observations should reduce the number of people in a classroom and allow for COVID-related safety measures to be maintained.)
 - For professional and established teachers earning a local evaluation rating of “Mentor” or “Highly Effective” on their three previous performance evaluations, the teacher may reduce the number of formal observations conducted by the evaluator from five (5) to two (2) by choosing to engage in self-directed improvement

activities pre-approved by the teacher's evaluator. Self-directed improvement activities may include, but not be limited to, video recording lessons and self-critiquing the videos to adjust and improve future lessons, engaging in peer to peer observations along with follow-up discussions, or completing a pre-approved action research project. To satisfy the annual statutory evaluation requirement, teachers choosing the self-directed improvement activities must engage in ongoing conversations with her/his evaluator regarding progress towards achieving established goals related to continuous professional improvement.

7. In order to yield accurate results and appropriate feedback for improvement, additional evidence may be requested of the teacher, or voluntarily submitted by the teacher. Evidence may include, but not be limited to, lesson plans, assessment results, project samples, parent contact logs, meeting minutes, professional learning attendance certificates, video recordings of classroom activities, notes from parents or students, etc.
8. Per Indiana statute, any teacher who negatively impacts student achievement shall be ineligible of earning a state evaluation rating of "Effective" or "Highly Effective." To comply with this statutory requirement, any teacher who negatively impacts student achievement shall have their initial summative score reduced by an amount necessary to insure a rating of "Improvement Necessary" or "Ineffective."

In compliance with the statutory requirement of demonstrating a positive impact on student achievement, a teacher shall identify at least one data point, which may come from a Tier 1, Tier 2, or Tier 3 assessment, to comprise of 9% of the teacher's overall evaluation score:

- a. If 51% or more of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then the teacher shall have it noted on her/his evaluation that positive impact on student achievement growth for the identified assessment data point(s) was achieved.
 - b. If less than 51% of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then the teacher shall have it noted on her/his summative evaluation that positive impact on student achievement growth was not achieved for the identified assessment data point(s).
9. Teachers who attend work ...
 - a. less than a semester, or less than 90 days if the work is spread over two semesters, because of Board approved reasons (i.e., a leave of absence) shall be observed and receive feedback about their performance but shall not receive a formal summative evaluation.
 - b. less than 120 days of the contract year, but more than a semester or more than 90 days if the work is spread over two semesters, shall not have student performance data included within their summative evaluations since the student performance results were also impacted by substitute teachers assigned during the teachers' absences.

Long-term substitutes shall be observed and shall receive feedback but will not receive a formal summative evaluation.

10. Because summative evaluations must be completed before the conclusion of the current contract year and because some state assessment results are not available until after the school year concludes, summative evaluations for employees using late-reporting state assessments will utilize the state assessment data from the previous year to determine summative evaluation results.
 - a. The data used to comply with Indiana statute shall be integrated into the summative evaluation process in the following manner:

Data Requirements for Each NACS Teacher

90%	Based on the Results of Observations, and Other Evidence, Using and Applying the Professional Growth Framework
9%	Based on the Results of Tier 1, Tier 2, or Tier 3 assessment results as identified by the teacher in the fall
1%	Based on Tier 4 assessment results

Weighting to Determine "Results of Applying the Professional Growth Framework"

Domain 1	Planning and Preparation	15%
Domain 2	Classroom Environment	15%
Domain 3	Instructional Strategies	40%
Domain 4	Assessing and Communicating Progress of Student Learning	15%
Domain 5	Professionalism and Collegiality	15%

- b. If a teacher earns all “Yes” ratings on the Core Professional Standards part of the Professional Growth Framework, then the teacher’s initial summative evaluation score shall become her/his final summative evaluation score. For teachers earning a “No” rating on the Core Professional Standards part of the Professional Growth Framework, points will be deducted from the teacher’s interim summative evaluation score to create the final summative evaluation score. The points shall be deducted as follows:

Number of Core Professional Standards “No” ratings	Points Deducted from the Summative Evaluation Score
0	0.0
1	0.5
2	1.25
3	2.25
4	3.25
5	4.25

11. Per Indiana statute, evaluators shall meet with each teacher to review the teacher’s final summative evaluation within seven (7) days after completing the final summative evaluation using the official Performance Evaluation Plan Results Form (Appendices J or K) or programmed within the Standard for Success software. The completed official Performance Evaluation Plan Results Form shall be placed and maintained in the teacher’s personnel file. The form shall be signed by both the evaluator and the teacher. The teacher’s signature shall not signify agreement with the evaluator’s comments or decision, but rather confirmation that the results of the summative evaluation were provided to them.
12. A final summative performance evaluation rating shall be based on adding the respective scores from the Professional Growth Framework, and when applicable, the District Accountability Grade, School Accountability Grade, and individual teacher data results. The table below summarizes the rating categories by range of evaluation scores.

Score Range	NACS Rating	Rating According to I.C. 20-28-11.5
Less than 2.0	Ineffective	Ineffective
Greater than or equal to 2.0 and less than 2.9	Developing	Improvement Necessary
Greater than or equal to 2.9 and less than 3.7	Professional	Effective
Greater than or equal to 3.7 and less than 4.5	Mentor	Effective
Greater than or equal to 4.5	Highly Effective	Highly Effective

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Mission

The mission of Northwest Allen County Schools is to develop the talent and nurture the creativity of each learner. We attain our mission by providing healthy and safe learning environments that engage, support, and challenge each learner in a culture of achieving excellence so each learner can become a leading member of our community.

Vision

Northwest Allen County Schools aspires to be a nationally recognized school corporation committed to meeting the needs of our local community and preparing children for an everchanging global economy. We inspire and empower children to be lifelong learners who dream, create, lead, and excel.

Core Values

<u>Integrity:</u>	We act with honesty in all we do. We do the right thing. We do what we say we will do. And we follow through on commitments.
<u>Opportunity:</u>	We take an individualized approach to education. We invest in each learner to ensure he or she has the resources needed to thrive.
<u>Inclusion:</u>	We strive to create a positive, safe, welcoming environment for each individual learner.
<u>Excellence:</u>	We set high expectations for ourselves and help each learner achieve the best of his or her abilities.
<u>Commitment:</u>	The staff, administration, and teachers of NACS are dedicated to the education, well-being and future success of each child.
<u>Respect:</u>	As students, teachers, administrators, and staff, we share the same goals and mission. We respect one another and our traditions.

Core Beliefs

Northwest Allen County Schools believes ...

- each child, regardless of race/ethnicity, religion, creed, economic advantage or disadvantage, native language, sexual orientation, gender identity, or mental, emotional, or physical challenges, can be successful, and as a result, the School's purpose is to develop the talent and nurture the creativity of each learner by providing healthy and safe learning environments that engage, support, and challenge each of them;
- successful schools encourage and engage in collaborations and partnerships between and among teachers, staff, parents, community members, and social and government agencies to create positive learning environments and to provide necessary resources to adhere to its mission and achieve its vision;
- the Board and the Superintendent collaborate to ensure fiscal responsibility, adherence to community values, and compliance with all applicable laws and government regulations; and
- in maintaining and modeling the highest standard of personal and institutional ethics.

Goals

The Board of School Trustees of Northwest Allen County Schools, commits to ...

1. achieve and maintain academic excellence by establishing and supporting policies that allow the employees of Northwest Allen County Schools to provide a healthy and safe learning environment that engages each learner in meaningful educational activities, supports each learner notwithstanding her/his learning difficulties, and challenges each learner to go beyond what each thinks achievable in terms of her/his individual learning;
2. maintain effective, two-way communication with the community served by its schools in order to engage parents and the community to support education and the development of each learner, to become responsible, contributing members of the community;
3. develop, review, and analyze data appropriate for planning, evaluating, and establishing policies and making decisions on the basis of its declared mission, vision, core beliefs, and goals;
4. operate with fiscal responsibility to maximize student learning and development by implementing best management practices and engaging in long-range planning to help each learner achieve success; and
5. conduct all board-related business openly and with the highest standard of ethics.

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Northwest Allen County Schools

**Teachers and
non-Administrator Certificated Employees**

Professional Growth Framework

Basic foundational beliefs about instruction upon which the Teacher Professional Growth Framework is constructed.

Appendix B-1

<p><i>The Art and Science of Teaching</i> (Marzano)</p> <ul style="list-style-type: none">• What will I do to establish and communicate learning goals, track student progress, and celebrate success?• What will I do to help students effectively interact with new knowledge and/or skills?• What will I do to help students practice and deepen their understanding of new knowledge and/or skills?• What will I do to help students generate and test hypotheses about new knowledge and/or skills?• What will I do to engage students?• What will I do to establish or maintain classroom rules and procedures?• What will I do to recognize and acknowledge adherence to and lack of adherence to classroom rules and procedures?• What will I do to establish and maintain effective appropriate relationships with students?• What will I do to communicate high expectations for all students?• What will I do to develop effective lessons organized into a cohesive unit?	<p><i>Hunter’s Elements of Effective Lessons</i> (Direct Instruction)</p> <ul style="list-style-type: none">• Anticipatory Set Reviewing previous content and connecting it to new content• Objectives and Purpose What needs to be learned; why does it need to be learned; how can the new learning be used• Communicating Expectations To what extent does it need to be learned• Presenting New Content Input, explaining, presenting (visual, oral, aural, kinesthetic)• Modeling / Demonstrating• Checking for Understanding• Guided Practice• Closure / Summary• Independent Practice	<p><i>Bloom’s Taxonomy</i> (Updated Version – Released 2001)</p> <ul style="list-style-type: none">• Remembering Recall appropriate information• Understanding Grasp the meaning of content• Applying Use learned content in new and concrete situations• Analyzing Break down content into component parts so that its organizational structure may be understood• Evaluating Make judgments based on criteria and standards• Creating Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing	<p><i>Webb’s Depth of Knowledge</i></p> <ul style="list-style-type: none">• Recall and Reproduction (DOK-1) Recall a fact, information, or procedure. Correlates to Bloom’s remembering and understanding. Arrange, calculate, define, draw, identify, illustrate, list, label, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why-• Skill / Concept (DOK-2) Engage in mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps. Apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues• Strategic Thinking (DOK-3) Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous two levels. Apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems• Extended Thinking (DOK-4) Requires investigation, complex reasoning, planning, developing, and thinking – likely over an extended period of time in order to engage meaningfully in higher levels of thinking. Correlates to Bloom’s evaluating and creating. analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize						
<p><i>Assessing & Grading</i> (Guskey)</p> <ul style="list-style-type: none">• Do my assessments provide opportunities to apprise students with useful and growth enhancing feedback?• Do my assessments and methods for determining and reporting grades promote and encourage continuous student learning and academic growth?• Do my assessments inform instruction?• Do my methods for determining and reporting grades reflect academic growth and progress made throughout the grading period or course?	<p><i>Visible Learning and the Science of How We Learn</i> (Hattie)</p> <table><tr><th>High-impact teaching strategies</th><th>What do effective teachers do?</th></tr><tr><td><ul style="list-style-type: none">• Feedback• Direct instruction• Spaced practice• Reciprocal teaching• Concept mapping• Worked examples</td><td><ul style="list-style-type: none">• Mastery learning• Note-taking and other study skills• Teaching metacognitive skills• Teaching problem solving skills</td></tr></table>		High-impact teaching strategies	What do effective teachers do?	<ul style="list-style-type: none">• Feedback• Direct instruction• Spaced practice• Reciprocal teaching• Concept mapping• Worked examples	<ul style="list-style-type: none">• Mastery learning• Note-taking and other study skills• Teaching metacognitive skills• Teaching problem solving skills	<p><i>Classroom Instruction That Works</i> (Marzano et al)</p> <table><tr><td><ul style="list-style-type: none">• Providing feedback• Setting objectives• Identifying similarities and differences• Reinforcing effort and providing recognition• Representing knowledge</td><td><ul style="list-style-type: none">• Learning groups• Summarizing and note taking• Cues, questions, and advance organizers• Generating and testing hypotheses• Homework and practice</td></tr></table>	<ul style="list-style-type: none">• Providing feedback• Setting objectives• Identifying similarities and differences• Reinforcing effort and providing recognition• Representing knowledge	<ul style="list-style-type: none">• Learning groups• Summarizing and note taking• Cues, questions, and advance organizers• Generating and testing hypotheses• Homework and practice
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<p><i>Components of Successful Differentiation</i> (Tomlinson)</p> <p>Differentiation is defined as “consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students.” – Carol Ann Tomlinson</p> <ul style="list-style-type: none">• Focus on concepts, emphasizing understanding and sense-making. De-emphasize retention and regurgitation of fragmented fact(s).• Use ongoing assessments of readiness and interests and pre-assess to find students who need more support and those who can leap forward. Do not assume all students need a particular task.• Utilize flexible grouping (which is within class grouping in membership which varies according to ability [same ability, mixed ability], interest or questions, learning or processing style, product style, group longevity, and group size [2 – 10]; the flexible groups can be teacher-selected, student-selected, purposeful or random). Allow students to work alone sometimes and in groups based on readiness, interests, or learning or processing styles. Use whole-group instruction for introducing ideas, planning, or sharing results.• Guide learning by helping students set goals based on readiness, interests, and learning profiles – and assess based on growth and goal attainment.									

Domain 1 – Planning and Preparation

The components in Domain 1 “describe how a teacher organizes the content students are supposed to learn – how the teacher designs instruction. This domain covers all aspects of instructional planning, beginning with a deep understanding of content and pedagogy and an understanding and appreciation of students and what they bring to educational encounters. Beyond simply understanding the content, teachers are responsible for engaging students in learning it.

Instructional design transforms content into sequences of activities and exercises that make it accessible to students. All elements of instructional design – learning activities, materials, and strategies – must be appropriate to both the content and the students and align with larger instructional goals. In addition the content and process of assessment techniques must reflect the instructional outcomes, and they should document student progress during and at the end of the lesson. In designing assessment strategies, teachers must consider how to use assessments formatively so that they provide diagnostic opportunities. If students can demonstrate their level of understanding during an instructional sequence, teachers can make instructional adjustments.” – Danielson, C., et al, p 21 (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of strategies or content; or ➤ Implements strategies or content in a stepwise manner that results in disjointed or ineffective use of strategies or content. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ mostly uses strategies or content properly; and ➤ demonstrates little or inconsistent evidence of differentiating with an intended purpose of addressing individual student learning needs; or ➤ concentrates more on whole class activities while addressing group learning needs more so than individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses strategies or content properly; and ➤ demonstrates consistent evidence of an intended purpose of addressing individual student learning needs; and ➤ achieves evidence of increasing student performance. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently addresses individual student learning needs; and ➤ comfortably and seamlessly uses strategies and content properly; and ➤ achieves consistent evidence of increasing overall student performance for most students; and ➤ intentionally prepares and plans for connections among previous, current, and future learning. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently adjusts for individual student learning needs; and ➤ comfortably and seamlessly combines strategies and content, as appropriate; or ➤ comfortably and seamlessly modifies or creates alternate uses of strategies; and ➤ achieves consistent evidence of increasing overall student performance for nearly all students; and ➤ comfortably and seamlessly connects previous, current, and future learning.

Subcategories 1a – 1e provide guidelines for evaluators to consider when determining a Teacher’s effectiveness within **Domain 1: Planning and Preparation**.

Domain 1	Ineffective	Developing	Professional	Mentor	Highly Effective
1a: Demonstrating Knowledge of Content and Adopted Curriculum/ Instructional Programs	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates little, if any, knowledge of content and adopted curriculum/ instructional programs 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates a developing knowledge of content and adopted curriculum/ instructional programs 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates enthusiasm for and knowledge of content and adopted curriculum/ instructional programs; and ➤ recognizes interdisciplinary connections 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently demonstrates enthusiasm for and knowledge of content and adopted curriculum/ instructional programs; and ➤ applies interdisciplinary connections 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates enthusiasm for and advanced knowledge of content and adopted curriculum/ instructional programs; and ➤ demonstrates an ability to seamlessly and comfortably combine interdisciplinary connections
1b: Demonstrating Knowledge of Resources	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses or seeks few, if any, additional resources, including supplemental materials; or ➤ uses resources in an unsuitable manner; or ➤ uses resources that are developmentally inappropriate for most students, or ➤ uses resources unrelated to the content or adopted curriculum/ instructional programs 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses resources, including supplemental materials and available technology, that are suitable and developmentally appropriate for some students; or ➤ resources, including available technology, may not directly connect to the content or adopted curriculum/ instructional programs 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses resources, including supplemental materials and available technology, that are suitable and developmentally appropriate to most students; and ➤ uses resources, including available technology, directly connected to the content or adopted curriculum/ instructional programs 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently and seamlessly uses and implements a variety of resources, including supplemental materials and available technology, that are consistently suitable and developmentally appropriate for meeting individual student learning needs; and ➤ uses resources, including available technology, directly connected to the content or adopted curriculum/ instructional programs 	<p>In addition to fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses resources, including available technology, that consistently expand the curriculum beyond the minimum content or adopted curriculum/ instructional programs; and, ➤ uses resources that, in some cases, may be student created.
1c: Using Student Assessment Results	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses student assessment results rarely, if ever, to inform classroom instruction or next steps in presenting content or adopted curriculum/ programs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses student assessment results in a manner that connect to whole class instruction with little focus on individual student learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses student assessment results that inform class instruction to meet individual student learning needs; and ➤ uses formative assessments that inform the planning of future whole class instructional activities that also incorporate higher levels of <i>Bloom's Taxonomy</i>. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses student assessment results to inform the planning of future activities that incorporate higher levels of <i>Bloom's Taxonomy</i> while addressing individual learning needs. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ consistently uses student assessment results to differentiate immediate and future learning activities that consistently meet individual needs and consistently incorporate the highest levels of <i>Bloom's Taxonomy</i>.

1d: Demonstrating Knowledge of Student Learning Needs	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates little, if any, knowledge of individual student's ... <ol style="list-style-type: none"> 1) learning needs; 2) skills; 3) experiences; or 4) interests. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates some knowledge of individual student's ... <ol style="list-style-type: none"> 1) learning needs; 2) skills; 3) experiences; and 4) interests <p>as evidenced by using this knowledge to develop and implement primarily whole class learning activities</p>	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates some knowledge of individual student's ... <ol style="list-style-type: none"> 1) learning needs; 2) skills; 3) experiences; and 4) interests <p>as evidenced by using this knowledge to develop and implement learning activities that differentiate among individual students</p>	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates knowledge of most individual student's ... <ol style="list-style-type: none"> 1) learning needs; 2) skills; 3) experiences; and 4) interests <p>as evidenced by consistently using this knowledge to develop and implement learning activities that differentiate among individual students</p>	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates thorough knowledge of many individual student's ... <ol style="list-style-type: none"> 1) learning needs; 2) skills; 3) experiences; and 4) interests <p>as evidenced by consistently using this knowledge to develop and implement differentiated learning activities that consistently combine these diverse elements into daily lessons</p>
1e: Designing Coherent Lessons	<p>Teacher demonstrates evidence of planning and preparing lessons that contain little, disjointed, or ineffective inclusion of ...</p> <ul style="list-style-type: none"> ➤ meaningful learning goals; ➤ <i>Elements of Effective Lessons.</i> 	<p>Teacher demonstrates evidence of planning and preparing lessons that contain ...</p> <ul style="list-style-type: none"> ➤ meaningful learning goals connected to content or adopted curriculum/ programs; and ➤ <i>Elements of Effective Lessons.</i> 	<p>In addition to consistently fulfilling the criteria for the <i>Developing</i> level, the teacher also demonstrates evidence of planning and preparing lessons that contain ...</p> <ul style="list-style-type: none"> ➤ learning activities differentiated based on individual learning needs 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also demonstrates evidence of planning and preparing lessons that utilize ...</p> <ul style="list-style-type: none"> ➤ various learning styles ➤ checking for understanding that incorporates the higher levels of <i>Bloom's Taxonomy</i> 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates evidence of planning and preparing lessons that consistently, comfortably, and seamlessly combine all aspects of lesson design that are communicated in the previous rubric descriptions for <i>Designing Coherent Lessons.</i>

Domain 2 – Classroom Environment

Domain 2 focuses on “classroom exchanges between the students and the teacher. Teachers who excel in this area have the ability to create classrooms in which students feel safe and comfortable. An atmosphere of warmth and caring coexists with professionalism: the teacher and students work together to effectively and efficiently deal with classroom management, behavior, and procedures.

Teachers who operate at the proficient and distinguished levels in Domain 2 show genuine concern for their students’ needs and abilities both within and outside the classroom. Their students consider these teachers to be adults who believe in their learning potential, care about them personally, and are reliable sources of support for their learning.” – Danielson, C., et al, p 161, (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of strategies or content; or ➤ Implements strategies or content in a stepwise manner that results in disjointed or ineffective use of strategies or content. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ mostly uses strategies or content properly; and ➤ demonstrates little or inconsistent evidence of differentiating with an intended purpose of addressing individual student learning needs; or ➤ concentrates more on whole class activities while addressing group learning needs more so than individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses strategies or content properly; and ➤ demonstrates consistent evidence of an intended purpose of addressing individual student learning needs; and ➤ achieves evidence of increasing student performance. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently addresses individual student learning needs; and ➤ comfortably and seamlessly uses strategies and content properly; and ➤ achieves consistent evidence of increasing overall student performance for most students; and ➤ intentionally prepares and plans for connections among previous, current, and future learning. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently adjusts for individual student learning needs; and ➤ comfortably and seamlessly combines strategies and content, as appropriate; or ➤ comfortably and seamlessly modifies or creates alternate uses of strategies; and ➤ achieves consistent evidence of increasing overall student performance for nearly all students; and ➤ comfortably and seamlessly connects previous, current, and future learning.

Subcategories 2a – 2e provide guidelines for evaluators to consider when determining a Teacher’s effectiveness within **Domain 2: Classroom Environment**.

Domain 2	Ineffective	Developing	Professional	Mentor	Highly Effective
2a: Establishing a Culture of Respect and Rapport	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely demonstrates genuine care and lacks respect for individual students; or ➤ does not seek to understand each student's individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ occasionally demonstrates genuine care and respect for individual students. ➤ infrequently seeks to understand each student's individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates genuine care and respect for individual students. ➤ commonly seeks to understand each student's individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides a healthy and safe learning environment by incorporating their genuine care, respect, and understanding of individual student learning needs into their daily interactions with each student. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ creates a healthy and safe learning environment that fosters each student's positive self-awareness, motivation, character, civic responsibility, and their respect for individual differences (i.e., cultural, religious, gender, racial, ethnicity, etc.).
2b: Establishing a Culture of High Expectations	<p>Teacher rarely, if ever, sets high expectations as evidenced by a lack of ...</p> <ul style="list-style-type: none"> ➤ praising academic work or good behavior; or ➤ encouraging students to persist through difficult tasks; or <p>as evidenced by a lack of students ...</p> <ul style="list-style-type: none"> ➤ asking and answering questions; or ➤ taking on challenges; or ➤ engaging in risking failure. 	<p>Teacher may set up high expectations for some, but not others, as evidenced by ...</p> <ul style="list-style-type: none"> ➤ praising the work of some but not others; or ➤ encouraging students to work hard but may not persist in efforts to keep trying; or <p>as evidenced by students hesitantly ...</p> <ul style="list-style-type: none"> ➤ asking and answering questions; or ➤ accepting challenges; or ➤ engaging in risking failure. 	<p>Teacher establishes a culture of high expectations as evidenced by ...</p> <ul style="list-style-type: none"> ➤ celebrating and praising academic work; and ➤ showing patience and helping students work hard toward mastery of learning goals and persisting even when faced with difficult tasks; and <p>as evidenced by students consistently willing to ...</p> <ul style="list-style-type: none"> ➤ ask and answer questions. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher establishes a culture of high expectations by also ...</p> <ul style="list-style-type: none"> ➤ creating a safe place for students to take on challenges and risk failure. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher establishes a culture of high expectations as evidenced by students demonstrating high expectations for themselves by consistently and independently ...</p> <ul style="list-style-type: none"> ➤ taking pride in doing their personal best; and ➤ taking on challenges; and ➤ risking failure.

Domain 2	Ineffective	Developing	Professional	Mentor	Highly Effective
2c: Maximizing Instructional Time and Establishing Classroom Procedures	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides significant periods of time in which the students are not engaged in meaningful work; or ➤ establishes few, if any, routines or procedures as evidenced by students <ul style="list-style-type: none"> • being unclear about what they should be doing; or • requiring significant amounts of directing or prompting from the teacher most of the time. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides more than brief periods of time when students are left without meaningful work to keep them engaged; or ➤ establishes routines, transitions, and procedures, but a significant amount of teacher direction or prompting is required in order for them to be followed. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides only brief periods of time when students are not engaged in meaningful work (for example, while the teacher is completing attendance records, etc.); and ➤ establishes routines, transitions, and procedures that are executed, periodically reviewed, and changed/adapted as needed as evidenced by students ... <ul style="list-style-type: none"> • knowing what is expected of them; and • requiring minimal prompting from the teacher. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides activities and procedures that are well-established to engage students in meaningful work during times when the teacher completes other tasks (i.e., attendance) and/or while helping other student; and ➤ establishes routines, transitions, and procedures that are executed, periodically reviewed, and changed/adapted as needed as evidenced by students ... <ul style="list-style-type: none"> • knowing what is expected of them; and • requiring minimal prompting from the teacher. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ creates, enriches, maintains, and alters the instructional setting to capture and sustain the interest of each student, regardless of current mastery or developmental level, in order to make the most effective use of available time; and ➤ develops a developmentally appropriate system for facilitating their classroom that helps students adopt appropriate roles and responsibility for their own learning and that of their peers while creating a culture where students can work independently without the need for constant direct supervision by a teacher.
2d: Management of Classroom Behavior	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ does not establish and/or communicate standards of conduct to students; or ➤ inappropriately monitors student behavior; or ➤ ineffectively monitors or ignores responsibility for monitoring student behavior within the school setting. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ establishes and communicates standards of conduct to students; and ➤ inconsistently monitors or redirects student behavior in a respectful manner. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ establishes appropriate standards of conduct for students and effectively communicates and interacts with students to reinforce rules and procedures; and ➤ constantly monitors and alert to student behavior and consistently redirects inappropriate behavior in a respectful manner; and ➤ effectively monitors student behavior within the school setting. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ utilizes positive behavior strategies to consistently establish a healthy and safe learning environment that ... <ul style="list-style-type: none"> • minimizes opportunities for misbehavior; and • focuses on learning within appropriate standards of conduct. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ creates and consistently applies a system that differentiates standards of conduct by utilizing appropriate alternative techniques that ... <ul style="list-style-type: none"> • meet individual student needs; and • appropriately align with the specific situation.

Domain 2	Ineffective	Developing	Professional	Mentor	Highly Effective
2e: Physical Learning Environment	<p>Teacher</p> <ul style="list-style-type: none"> ➤ makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for students; or ➤ rarely, if ever, displays, or provides examples of, high quality student work to help students understand expectations level of accomplishing learning goals. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ makes appropriate use of the physical environment to maintain student safety and access; and ➤ inconsistently displays, or provides examples of, high quality student work to help students understand expectations level of accomplishing learning goals. 	<p>In addition to consistently fulfilling the criteria for the <i>Developing</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ utilizes room decorations, material organization, and arrangement of the learning environment to reinforce and enhance learning activities; and ➤ consistently displays, or provides examples of, high quality student work to help students understand expectations level of achieving learning goals. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses the physical space resources to enhance learning activities with purpose (i.e., group work, access to learning centers, technology, etc.). 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ consistently organizes learning activities to maximize the physical space resources available to them including, when applicable, resources outside of their assigned classroom.

Domain 3 – Instructional Strategies

Domain 3 comprises “the components that are at the core of teaching and reflects the primary mission of schools to enhance student learning. Each of the components in this domain represents a distinct aspect of instructional skill. The components are unified through a vision of students developing complex understanding and participating in a community of learners.

In the larger framework for teaching, Domain 3 represents the implementation of the plans teachers designed in Domain 1. Teachers who successfully execute the components of Domain 1 prepare plans that are suitable to their students, grounded in deep understanding of the content, aligned with [adopted curriculum/ instructional programs], and designed to engage students in important work. In Domain 3, teachers demonstrate through their instructional skills that they can successfully implement those plans.

Accomplished teachers engage their students in meaningful work, which carries significance beyond the next test and which can provide the skills and knowledge necessary for answering important questions or contributing to important projects. Such work is real and significant, and it is important to students and teachers. Accomplished teachers don’t motivate their students because the way they organize and present the content, the roles they encourage students to assume, and the student initiative they expect all motivate students to excel.” – Danielson, C., et al, p 249, (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of strategies or content; or ➤ Implements strategies or content in a stepwise manner that results in disjointed or ineffective use of strategies or content. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ mostly uses strategies or content properly; and ➤ demonstrates little or inconsistent evidence of differentiating with an intended purpose of addressing individual student learning needs; or ➤ concentrates more on whole class activities while addressing group learning needs more so than individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses strategies or content properly; and ➤ demonstrates consistent evidence of an intended purpose of addressing individual student learning needs; and ➤ achieves evidence of increasing student performance. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently addresses individual student learning needs; and ➤ comfortably and seamlessly uses strategies and content properly; and ➤ achieves consistent evidence of increasing overall student performance for most students; and ➤ intentionally prepares and plans for connections among previous, current, and future learning. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently adjusts for individual student learning needs; and ➤ comfortably and seamlessly combines strategies and content, as appropriate; or ➤ comfortably and seamlessly modifies or creates alternate uses of strategies; and ➤ achieves consistent evidence of increasing overall student performance for nearly all students; and ➤ comfortably and seamlessly connects previous, current, and future learning.

Subcategories 3a – 3e provide guidelines for evaluators to consider when determining a Teacher’s effectiveness within **Domain 3: Instructional Strategies**.

Domain 3	Ineffective	Developing	Professional	Mentor	Highly Effective
3a: Communication of Learning Goals	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ communicates learning goals, objectives, and lesson materials in an unclear, vague, or inappropriate manner; or ➤ makes little, if any, effort to connect learning goals to prior knowledge of students. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ communicates learning goals, objectives, and lesson materials that are not ... <ul style="list-style-type: none"> • specific; or • communicated in a student friendly manner that lets students know what they are learning and will be able to do by the end of the lesson; or • measurable; or • aligned to adopted curriculum/ instructional programs; or ➤ ineffectively explains the importance of learning goals; or ➤ generally does not build on prior learning/ knowledge of students or students fail to make the connection to prior learning/ knowledge. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ communicates learning goals, objectives, and lesson materials that are ... <ul style="list-style-type: none"> • specific; and • communicated in a student friendly manner that lets students know what they are learning and will be able to do by the end of the lesson; and • measurable; and • aligned to adopted curriculum/ instructional programs; and ➤ effectively explains the importance of the learning goals so that students understand why they are learning what they are learning; and ➤ builds on students' prior learning/ knowledge of key concepts and skills and makes this connection evident to students 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ communicates the importance of the learning goals such that students can explain what they are learning and why it is important beyond repeating the teachers' communication; and ➤ engages students' prior learning/ knowledge and connects it to the lesson. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also creates a learning environment where ...</p> <ul style="list-style-type: none"> ➤ students independently recognize connections to prior learning/ knowledge; and ➤ student questions, class discussion, and/or work demonstrate their ability to synthesize and express learning goals in developmentally appropriate ways.

Domain 3	Ineffective	Developing	Professional	Mentor	Highly Effective
3b: Demonstrating, Clearly Communicating, and Introducing Content Knowledge/Skills to Students	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ delivers content that is factually incorrect or inconsistent with the adopted curriculum/ instructional programs; or ➤ provides explanations that are unclear and fail to build student understanding of key concepts; or ➤ continues with planned instruction, even when it is obvious that students are not understanding content; or ➤ uses inappropriate language or fails to use developmentally appropriate language. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ delivers content that is factually correct and consistent with the adopted curriculum/ instructional programs; or ➤ presents content in a manner that occasionally lacks clarity or is not as well-organized; or ➤ inconsistently restates or rephrases instruction in multiple ways to increase student understanding; or ➤ does not adequately emphasize main ideas needed to accomplish the learning goals; or ➤ provides explanations that sometimes lack developmentally appropriate language. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates content knowledge and delivers content that is factually correct and consistent with adopted curriculum/ instructional programs; and ➤ presents content in a clear, concise, and well-organized manner; and ➤ consistently restates and rephrases instruction in multiple ways to increase student understanding; and ➤ adequately and appropriately emphasizes main ideas to accomplish the learning goals; and ➤ uses developmentally appropriate language and explanations 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ consistently paces, such as appropriately chunking the presentation of content, the lesson and unit to meet individual student learning needs; and ➤ uses students' experiences and interests or current events in order to make content relevant, build interest, spark excitement, and connect with previous, current, and future learning. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ effectively connects and combines content to other content areas; and ➤ creates a learning environment where students demonstrate that they understand the content at a higher level as evidenced by students asking higher-order questions and independently making connections among their learning.
3c: Integrating Instructional Technology to Enhance Student Engagement and Differentiate among Students' Learning Needs	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ incorporates little, if any, technology in designing or delivering instruction; or ➤ uses technology to design or deliver instruction in a disjointed or ineffective manner. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates some use of technology that utilize appropriate technology resources aligning with learning goals and meeting individual student learning needs; or ➤ attempts to use technology resources but in a manner that does not effectively or appropriately align with learning goals; or ➤ incorporates technology in a limited manner that focuses primarily on developing or practicing basic skills of students. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ designs and delivers instruction and related learning activities that utilize appropriate technology resources in alignment with learning goals and meeting individual student learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses technology to deliver differentiated learning activities aligned to course content and learning goals; and ➤ creates opportunities for students to achieve learning goals by offering them a range of technology options to engage in and/or demonstrate learning. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently, regularly, and appropriately uses technology to deliver differentiated learning activities aligned to course content and learning goals; and ➤ seamlessly creates multiple opportunities for students to achieve learning goals by offering them a range of technology options to engage in and/or demonstrate learning.

Domain 3	Ineffective	Developing	Professional	Mentor	Highly Effective
3d: Instructional Engagement	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ creates a learning environment where students are consistently off-task; or ➤ creates a learning environment where there is little, if any, student engagement in learning activities; or ➤ uses individual, small, and/or whole group instruction in a manner that does not support stated instructional goals; or ➤ consistently engages students in developmentally inappropriate content or in content beyond or below their current skill level; or ➤ fails to engage students with individual learning plans (i.e., IEP, ELL, RTI, etc.) in learning activities that implement necessary accommodations. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ creates a learning environment where students are inconsistently on-task; or ➤ utilizes a limited number of learning activities and instructional techniques; or ➤ occasionally engages students in meaningful learning activities aligned with learning goals; or ➤ uses individual, small, and/or whole group instruction in a manner inconsistent in suitability to the stated instructional goals; or ➤ focuses on the whole class instead of differentiating to meet individual student learning needs; or ➤ inconsistently provides students with individual learning plans (i.e., IEP, ELL, RTI, etc.) with the necessary accommodations to engage in content. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ creates a learning environment where students are consistently on-task; and ➤ uses a variety of learning activities and instructional techniques that ... <ul style="list-style-type: none"> • engage students in practicing/deepening knowledge/skills; and • align with learning goals; and ➤ uses individual, small, and/or whole group instruction in a manner that is varied as appropriate to support most instructional goals; and ➤ appropriately differentiates learning activities to meet individual student learning needs; and ➤ consistently provides students with individual learning plans (i.e., IEP, ELL, RTI, etc.) with the necessary accommodations to engage in content. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ comfortably and seamlessly implements a variety of learning activities and instructional techniques to engage students and address their individual learning needs while practicing/deepening their knowledge/skills; and ➤ responds appropriately and effectively to students' interests and questions; and ➤ creates a learning environment where students are invested in their work and value academic success as evidenced by their effort and the quality of their work. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ comfortably and seamlessly combines and/or modifies/creates alternate uses of learning activities and instructional techniques to engage students and address their individual learning needs; and ➤ extends student learning by providing additional learning opportunities based on student interest and questions; and ➤ creates a learning environment where students independently engage in, interact with, or create tasks with the content.

Domain 3	Ineffective	Developing	Professional	Mentor	Highly Effective
3e: Developing Higher Levels of Understanding through Rigorous Instruction and Work	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, aligns instruction with the developmental level of students (may be too challenging or too easy); or ➤ ineffectively uses questioning as an effective tool to increase understanding; or ➤ permits students to only show a surface-level understanding of content ➤ almost always uses teacher directed learning activities; or ➤ provides students with few opportunities to apply learning or engage in meaningfully practice of the content 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ challenges some students, but misses other students due to a lack of differentiation based on student learning needs or level of understanding; or ➤ uses learning activities that are too complex or too confusing and fail to scaffold learning; or ➤ provides some opportunities for students to apply content or engage in meaningful practice of the content but relies more on teacher directed learning activities that limit student application and practice. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ challenges almost all students by appropriately differentiating instruction based on individual student learning needs and level of understanding; and ➤ frequently develops higher-levels of understanding through effective questioning and learning supports; and ➤ utilizes a variety of instructional strategies that provide students the opportunity to apply, engage in meaningful practice, and demonstrate their learning; and ➤ provides some connections to other content areas or real life situations. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ provides many connections to other content areas or real life situations; and ➤ creates a learning environment where students ... <ul style="list-style-type: none"> • answer higher-level questions with meaningful responses; and • pose higher-level questions to the teacher. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ frequently provides connections to other content areas or real-life situations; and ➤ encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (i.e., enrichment assignments); and ➤ creates a learning environment where students ... <ul style="list-style-type: none"> • independently pose higher-level questions to each other with meaningful responses; and • make connections to other content areas or real-life situations.

Domain 4 – Assessing and Communicating Progress of Student Learning

Domain 4 is based upon the concepts of communicating progress of student learning and the power of feedback. Feedback is not only what “teachers provide students.” It is most powerful “when it is from the student to the teacher ... When teachers seek, or at least are open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are engaged – then teaching and learning can be synchronized and powerful.” Likewise, “... effective teachers set appropriately challenging goals and then structure situations so that students can reach these goals. If teachers can encourage students to share commitment to these challenging goals, and if they provide feedback on how to be successful in learning as one is working to achieve the goals, then goals are more likely to be attained.” – Hattie, J., p 173, (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of strategies or content; or ➤ Implements strategies or content in a stepwise manner that results in disjointed or ineffective use of strategies or content. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ mostly uses strategies or content properly; and ➤ demonstrates little or inconsistent evidence of differentiating with an intended purpose of addressing individual student learning needs; or ➤ concentrates more on whole class activities while addressing group learning needs more so than individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses strategies or content properly; and ➤ demonstrates consistent evidence of an intended purpose of addressing individual student learning needs; and ➤ achieves evidence of increasing student performance. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently addresses individual student learning needs; and ➤ comfortably and seamlessly uses strategies and content properly; and ➤ achieves consistent evidence of increasing overall student performance for most students; and ➤ intentionally prepares and plans for connections among previous, current, and future learning. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently adjusts for individual student learning needs; and ➤ comfortably and seamlessly combines strategies and content, as appropriate; or ➤ comfortably and seamlessly modifies or creates alternate uses of strategies; and ➤ achieves consistent evidence of increasing overall student performance for nearly all students; and ➤ comfortably and seamlessly connects previous, current, and future learning.

Subcategories 4a – 4e provide guidelines for evaluators to consider when determining a Teacher’s effectiveness within **Domain 4: Assessing and Communicating Progress of Student Learning**.

Domain 4	Ineffective	Developing	Professional	Mentor	Highly Effective
4a: Checks for Understanding	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, checks for understanding of content; or ➤ frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the issue; or ➤ rarely, if ever, attempts to adjust instruction based on checks for understanding, or attempts at doing so are disjointed or implemented ineffectively. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ sometimes checks for understanding of content; or ➤ predominantly or ineffectively uses the lower levels of <i>Bloom's Taxonomy</i> to check for understanding; or ➤ inconsistently provides wait time after posing a question or before helping students think through a response; or ➤ frequently allows students to "opt-out" of checks for understanding without re-engaging these students to insure understanding; or ➤ unsuccessfully adjusts instruction based on checks for understanding. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ checks for understanding at almost all key moments; and ➤ attempts to use higher levels of <i>Bloom's Taxonomy</i> to check for understanding; and ➤ uses wait time effectively both after posing a question and before helping students think through a response; and ➤ rarely allows students to "opt-out" of checks for understanding and re-engages these students to insure understanding; and ➤ increases student understanding by making adjustments to instruction based on checks for understanding. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses a variety of methods to check for understanding that successfully capture an accurate depiction of the class's understanding ➤ consistently and effectively uses higher levels of <i>Bloom's Taxonomy</i> to check for understanding and identify common student learning difficulties and assess student mastery of content; and ➤ anticipates student learning difficulties and preemptively addresses them; and ➤ modifies instruction in response to checks for understanding without taking away from the flow of the lesson or losing student engagement. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ creates and encourages students to engage in self-reflection, self-assessment, and self-monitoring progress as developmentally appropriate; and ➤ creates and encourages opportunities for students to communicate their achievement progress while taking ownership in their learning as developmentally appropriate.

Domain 4	Ineffective	Developing	Professional	Mentor	Highly Effective
4b: Feedback to Students	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides feedback that is of poor quality; or ➤ does not provide feedback in a timely manner; or ➤ maintains inaccurate or incomplete records/ information related to student achievement/ course progress. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ inconsistently provides quality feedback; or ➤ inconsistently provides feedback in a timely manner; or ➤ develops a system for maintaining records/ information on student achievement/ course progress that periodically produces errors 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides feedback while using appropriate verbal, nonverbal, and written communication; and ➤ provides frequent feedback in a timely manner; and ➤ develops an efficient and effective method for maintaining records/ information on student achievement/ course progress that rarely produces errors and continually tracks progress towards achieving the learning goals. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ effectively communicates feedback to students in a variety of ways in formats and language that are student-friendly and encourages continuous effort. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ provides feedback that students can use independently to apply and extend their learning.
4c: Formative Assessment Practices	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, uses formative assessments to check on student progress towards achieving learning goals; or ➤ rarely, if ever, attempts to adjust instruction based on the results of formative assessments, or attempts at doing so are disjointed or implemented ineffectively. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ sometimes uses formative assessments to check on student progress towards achieving learning goals; or ➤ predominantly or ineffectively uses the lower levels of <i>Bloom's Taxonomy</i> within formative assessments; or ➤ inconsistently uses a limited number of formative assessments to determine the class's understanding; or ➤ unsuccessfully adjusts instruction based on the results of formative assessments. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ appropriately uses formative assessments to check on student progress towards achieving learning goals; and ➤ attempts to use higher levels of <i>Bloom's Taxonomy</i> within formative assessments; and ➤ systemically assesses each student's mastery of learning goals through the use of formative assessments to capture an accurate depiction of the class's understanding; and ➤ increases student understanding by making adjustments to instruction based on the results of formative assessments. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses a variety of formative assessment methods to check for understanding that successfully capture an accurate depiction of the class's understanding ➤ consistently and effectively uses higher levels of <i>Bloom's Taxonomy</i> within formative assessments to identify common student learning difficulties and assess student mastery of content; and ➤ modifies instruction in response to the results of formative assessments without taking away from the flow of the lesson or losing student engagement. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ demonstrates an ability to consistently, comfortably, and seamlessly implement all aspects of this subcategory as evidenced by scaffolding assessments that push thinking and encourages student responses that accurately reveal individual student understanding or lack thereof.

Domain 4	Ineffective	Developing	Professional	Mentor	Highly Effective
4d: Summative Assessment Practices	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, uses summative assessments to check on student progress towards achieving proficiency; or ➤ rarely, if ever, assesses for mastery and proficiency at the end of the lesson or unit; or ➤ rarely, if ever, attempts to adjust instruction based on the results of summative assessments, or attempts at doing so are disjointed or implemented ineffectively. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ sometimes uses summative assessments to check on student progress towards achieving proficiency; or ➤ predominantly or ineffectively uses the lower levels of Bloom's Taxonomy within summative assessments; or ➤ inconsistently uses a limited number of summative assessments to determine the class's understanding; or ➤ unsuccessfully adjusts instruction based the results of summative assessments. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ appropriately uses summative assessments to check on student progress towards achieving proficiency; and ➤ attempts to use higher levels of Bloom's Taxonomy within summative assessments; and ➤ systemically assesses each student's mastery and proficiency of learning goals through the use of summative assessments to capture an accurate depiction of the class's understanding; and ➤ increases student understanding by making adjustments to instruction based on the results of summative assessments. 	<p>In addition to consistently fulfilling the criteria for the Professional level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses a variety of summative assessment methods to check for proficiency that successfully capture an accurate depiction of the class's understanding ➤ consistently and effectively uses higher levels of Bloom's Taxonomy within summative assessments to identify common student learning difficulties and assess student mastery and proficiency of content; and ➤ modifies instruction in response to the results of summative assessments without taking away from the flow of the lesson or losing student engagement. 	<p>In addition to consistently fulfilling the criteria for the Mentor level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ demonstrates an ability to consistently, comfortably, and seamlessly implement all aspects of this subcategory as evidenced by scaffolding summative assessments that push thinking and encourages student responses that accurately reveal individual student understanding or lack thereof.
4e: Communication with Parents	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, reaches out to parents; or ➤ frequently fails to respond to contact initiated by parents; or ➤ makes little, if any, effort to build positive relations with parents. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ inconsistently communicates with parents about student progress; or ➤ inconsistently makes himself/herself available, as needed, to respond parent questions and/or concerns; or ➤ makes minimal effort to build positive relations with parents. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ communicates with parents about student progress on a regular basis; and ➤ makes himself/herself available, as needed, to respond to parent questions and/or concerns; and ➤ works towards building positive relationships with parents. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ frequently communicates with parents in a variety of ways on both positive and negative aspects of student progress; and ➤ makes himself/herself available, as needed, to respond to parent questions and/or concerns; and ➤ builds positive relationships with many parents. 	<p>In addition to consistently fulfilling the criteria for the Mentor level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ advises parents and students of additional resources that extends learning.

Domain 5 – Professionalism and Collegiality

The components of Domain 4 are associated with “being a true professional educator, encompassing the roles that teachers assume in addition to the ones they have in the classroom with students. Although students rarely notice these activities, and parents and the larger community see them only intermittently, they are vital to preserving and enhancing the profession. Educators begin some of these activities, such as maintaining records and communicating with families, as soon as they enter the profession because they are integral to their work with students. Teachers develop other activities, such as participating in a professional community, after their first few years of teaching once they’ve mastered, to some degree, the details of classroom management and instruction.

The work of professional educators manifestly extends beyond their work in the classroom, and participation in these activities is what separates highly professional educators from their less proficient colleagues. When teachers present evidence of their work in this area – through logs, summaries of their work on school and district committees, or descriptions of workshops for parents – they are frequently surprised and impressed by the extent of their professional engagement.” – Danielson, C., et al, p 377, (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
Teacher ... <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of strategies or content; or ➤ Implements strategies or content in a stepwise manner that results in disjointed or ineffective use of strategies or content. 	Teacher ... <ul style="list-style-type: none"> ➤ mostly uses strategies or content properly; and ➤ demonstrates little or inconsistent evidence of differentiating with an intended purpose of addressing individual student learning needs; or ➤ concentrates more on whole class activities while addressing group learning needs more so than individual learning needs. 	Teacher ... <ul style="list-style-type: none"> ➤ uses strategies or content properly; and ➤ demonstrates consistent evidence of an intended purpose of addressing individual student learning needs; and ➤ achieves evidence of increasing student performance. 	Teacher ... <ul style="list-style-type: none"> ➤ consistently addresses individual student learning needs; and ➤ comfortably and seamlessly uses strategies and content properly; and ➤ achieves consistent evidence of increasing overall student performance for most students; and ➤ intentionally prepares and plans for connections among previous, current, and future learning. 	Teacher ... <ul style="list-style-type: none"> ➤ consistently adjusts for individual student learning needs; and ➤ comfortably and seamlessly combines strategies and content, as appropriate; or ➤ comfortably and seamlessly modifies or creates alternate uses of strategies; and ➤ achieves consistent evidence of increasing overall student performance for nearly all students; and ➤ comfortably and seamlessly connects previous, current, and future learning.

Subcategories 5a – 5e provide guidelines for evaluators to consider when determining a Teacher’s effectiveness within **Domain 5: Professionalism and Collegiality**.

Domain 5	Ineffective	Developing	Professional	Mentor	Highly Effective
5a: Advocate for Student Success	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, displays commitment to the education of his/her students; or ➤ accepts failure as par for the course and does not advocate for individual student learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ displays a general commitment to the education of his/her students. 	<p>Within his/her classroom, the teacher ...</p> <ul style="list-style-type: none"> ➤ displays a commitment to each of his/her students by <ul style="list-style-type: none"> • striving to remedy obstacles around student achievement; and • advocating for individual student learning needs. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ strives to remedy obstacles around student achievement throughout the school; and ➤ advocates for individual student learning needs throughout the school; and ➤ makes changes and take risks to ensure student success. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ advocates for NACS students in settings outside of traditional school.
5b: Professional Relationships	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever,-participates in opportunities to work with others; or ➤ works in isolation; or ➤ demonstrates an inability of working independently or lacks common sense (asking or not asking questions to the extreme and inappropriate levels); or ➤ fails to positively contribute as a member of a team. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ participates in minimally expected opportunities to work with and learn from others; or ➤ inappropriately asks for assistance; or ➤ inconsistently participates within the school community as a positive and contributing member of a team. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ seeks out and participates in regular opportunities to work with and learn from others; and ➤ appropriately seeks assistance, when needed; and ➤ provides assistance to others in need; and ➤ actively participates within the school community as a positive and contributing member of a team. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ actively and readily collaborates with others in the school(s) or district; and ➤ serves as a peer coach when needed; and ➤ effectively mentors those new to the profession. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ effectively serves in leadership roles within collaborative groups in the school(s) or district (i.e., Professional Learning Communities, grade level teams, interdisciplinary teams, content alignment teams, etc.).
5c: Contribution to the School and District Culture	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, contributes ideas aimed at improving school culture; or ➤ dedicates little, if any, time outside of class towards helping students and/or co-workers. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ occasionally contributes ideas aimed at improving school culture; or ➤ dedicates minimal amounts of time outside of class towards helping students and/or peers. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ contributes ideas and expertise to improve the school's climate; and ➤ dedicates time outside of class towards helping students and/or co-workers when requested. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ actively participates to continuously improve the school(s)/district climate and culture; and ➤ goes above and beyond in dedicating time outside of class towards helping students and/or co-workers. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ effectively participates in leadership roles that create a culture of continuous school(s)/district improvement.

Domain 5	Ineffective	Developing	Professional	Mentor	Highly Effective
5d: Seeks Professional Skills and Knowledge	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, participates in professional learning opportunities; or ➤ shows limited interest in new ideas, programs, or opportunities to improve his/her teaching. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ participates in professional learning opportunities that are limited only to those that are offered at the school/district level; or ➤ rarely, if ever, translates professional learning into changes in daily practice. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ participates in and seeks professional learning opportunities; and ➤ incorporates new ideas, programs, or classes to improve his/her teaching. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses his/her professional learning to not only improve his/her teaching, but also to extend the learning of colleagues. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ serves as a model for colleagues and contributes to the profession by using, sharing, and creating new ideas, programs, or classes.
5e: Reflecting on Teaching	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ ineffectively determines whether or not a lesson was effective or achieved its goals; or ➤ ineffectively identifies ideas to improve the lesson. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ develops a general impression of a lesson's effectiveness and the extent to which instructional goals were met; or ➤ identifies general suggestions as to how the lesson might be improved. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ accurately assesses the lesson's effectiveness and the extent to which it achieved its goals; and ➤ identifies meaningful suggestions of alternative strategies which may make the lesson more effective. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses reflection and accurate assessments to make immediate or future adjustments to improve the lesson. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses reflection and accurate assessments to comfortably, seamlessly, and effectively make immediate or future adjustments to improve the lesson.

Core Professional Standards	No, teacher does not meet the minimum expectation.	Yes, teacher meets or exceeds the minimum expectation.
Appropriate Language	Individual demonstrates a pattern of using language that is not appropriate with and/or offensive to students, parents, colleagues, administrators, other community patrons, or visitors.	Individual demonstrates a pattern of using appropriate language with students, parents, colleagues, administrators, other community patrons, or visitors.
Attendance	<p>Individual demonstrates a pattern of absences that negatively affects student learning, places unnecessarily increased responsibility on colleagues or substitutes to supervise students assigned to the frequently absent individual, or violates procedures set forth by the employer.</p> <p>(this is not intended, nor does it describe, an individual with legitimate reasons requiring a leave of absence, bereavement, accommodating medical needs, etc.)</p>	<p>Individual demonstrates a pattern of attendance that positively contributes to student learning, demonstrates a sense of responsibility to the entire team assigned to supervise students, and complies with procedures set forth by the employer.</p> <p>(this is not intended, nor does it describe, an individual with legitimate reasons requiring a leave of absence, bereavement, accommodating medical needs, etc.)</p>
Maintenance of Accurate Records	<p>Individual demonstrates a pattern of maintaining inaccurate or incomplete records/ information, or consistently missing established timelines for providing feedback/ answers/ responses to requests/ required reports.</p> <p>(such as, but not limited to, submitting grades, annual orientation packet, payroll information, student attendance records, field trip requests, professional requests, etc.)</p>	<p>Individual demonstrates a pattern of maintaining records/ information in an efficient and effective manner that rarely produces errors, and consistently adheres to established timelines for providing feedback/ answers/ responses to requests/ required reports.</p> <p>(such as, but not limited to, submitting grades, annual orientation packet, payroll information, student attendance records, field trip requests, professional requests, etc.)</p>
On-Time Arrival	Individual demonstrates a pattern of late arrivals that negatively affect student learning, entrusts unnecessarily increased responsibility on colleagues to supervise students assigned to the late arriving individual, or violates procedures set forth by the employer.	Individual demonstrates a pattern of on-time arrivals that positively contribute to student learning, exhibits a sense of responsibility to the entire team assigned to supervise students, and complies with procedures set forth by the employer.
Policies and Procedures	<p>Individual demonstrates a pattern of violating federal, state, local, laws or regulations or school/district contract, policies, and/or procedures.</p> <p>(such as, but not limited to, submitting discipline referrals, FERPA, IDEA, harassment, collaboration attendance, following adopted curriculum, field trips, fundraisers, appropriate attire, etc.)</p>	<p>Individual demonstrates a pattern of complying with and adhering to federal, state, local, laws or regulations or school/district contract, policies, and/or procedures.</p> <p>(such as, but not limited to, submitting discipline referrals, FERPA, IDEA, harassment, collaboration attendance, following adopted curriculum, field trips, fundraisers, appropriate attire, etc.)</p>

Northwest Allen County Schools

Definitions of Data Types used in the Performance Evaluation Plan

Tier 1 Assessments are government mandated standardized assessments, such as but not limited to, ISTEP, ISTAR, WIDA, Accuplacer, End of Course Assessments (ECA), etc.

Tier 2 Assessments are optional standardized assessments (NWEA, AP, IB, PLTW, MOUS Certification, DRA, etc.).

Tier 3 Assessments are locally created common assessments and are not standardized within large sample sizes but are standardized in terms of use within grade levels or subject areas within NACS (Common Assessments, common performance projects, commonly developed final exams, etc.)

Tier 4 Assessments are assessments that capture non-testing types of data related to research-based strategies, such as but not limited to, the What Works in Schools Surveys (Appendices D & E).

Additional Considerations Concerning the Implementation of the Individual Data Requirement into the Performance Evaluation Plan

Curriculum and Assessment Alignment Teams shall recommend appropriate Tier 2 and Tier 3 assessment options for each grade level and course related to its content area.

All assessments should be benchmarked to a criterion referenced data point and not be norm-referenced or un-benchmarked against a minimum criterion; growth data should be used whenever statistically defensible data is available.

Whenever possible, multiple Tier 2 and Tier 3 assessments should be available as options from which individual teachers can choose based on their individual situation. However, teachers shall not continually change assessments used to comply with statutory requirements of the evaluation process from year-to-year. Consistency of data formats is encouraged so accurate determinations about ongoing professional growth can be ascertained.

To comply with the statutory evaluation requirements, minimum student performance criteria on each of the assessments shall be determined by the CAAT.

In compliance with the statutory requirement of demonstrating a positive impact on student achievement, a teacher shall identify at least one data point, which may come from a Tier 1, Tier 2, or Tier 3 assessment, to comprise of 9% of the teacher's overall evaluation score:

- a. If 51% or more of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then the teacher shall have it noted on her/his evaluation that positive impact on student achievement growth for the identified assessment data point(s) was achieved.
- b. If less than 51% of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then the teacher shall have it noted on her/his summative evaluation that positive impact on student achievement growth was not achieved for the identified assessment data point(s).

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Individual Performance Data Identification Form

In compliance with the statutory requirement of demonstrating a positive impact on student achievement, a teacher shall identify at least one data point, which may come from a Tier 1, Tier 2, or Tier 3 assessment, to comprise of 9% of the teacher's overall evaluation score:

- a. If 51% or more of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then the teacher shall have it noted on her/his evaluation that positive impact on student achievement growth for the identified assessment data point(s) was achieved.
- b. If less than 51% of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then the teacher shall have it noted on her/his summative evaluation that positive impact on student achievement growth was not achieved for the identified assessment data point(s).

In compliance with the statutory requirement of demonstrating a positive impact on student achievement, a teacher shall identify at least one data point, but no more than three data points, which may come from a Tier 1, Tier 2, or Tier 3 assessment. Each teacher shall develop a Professional Growth Plan which includes at least two instructional/professional goals and determine which data point(s) will be included within the evaluation process prior to September 15.

The Curriculum and Assessment Alignment Teams shall determine the minimum expectations for each assessment that are not already pre-determined, such as with ILEARN, IREAD, etc. If 51% or more of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then the teacher shall have it noted on her/his evaluation that positive student achievement growth, for that particular assessment, was achieved. If less than 51% of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then as required by statute, the teacher shall have it noted on her/his summative evaluation that positive student achievement growth was not achieved for that particular assessment.

Please use the form below to communicate to your evaluator the three assessment data points that will be used to determine the Individual Performance Data score to complete the evaluation process as statutorily required.

Individual Performance Data Identification for the _____ School Year		
Assessment	Assessment Title / Description	Assessment Tier
Data Point 1		
Data Point 2 (optional)		
Data Point 3 (optional)		

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What Works in Schools Parent Survey

Please use the following scale to respond to each statement:

Always or Nearly Always Frequently Sometimes Rarely Never or Nearly Never

1. My child's teacher informs parents/guardians about the content and skills that my child will be learning.
2. My child's teacher provides me with detailed information about my child's overall academic progress, including information about what my child does well and how my child can improve.
3. My child's teacher provides feedback on specific assignments, tests, quizzes, projects, and other learning activities that helps me understand what my child did well and how my child can improve.
4. My child's teacher keeps parents/guardians informed about important information within the classroom (i.e., grading procedures, due dates, field trips, class procedures, course requirements, etc.).
5. My child's teacher acknowledges significant academic gains made by my child.
6. To my knowledge, my child's teacher clearly communicates classroom rules and procedures.
7. To my knowledge, my child's teacher works to maintain a safe and orderly learning environment.
8. My child's teacher provides opportunities for my child to read a variety of materials.
9. My child's teacher makes an effort to know my child and demonstrates an understanding of her/his learning needs.
10. My child's teacher makes clear the learning purposes of assignments and learning activities.
11. My child's teacher helps my child connect daily lessons or activities to units of study or larger curriculum concepts.
12. My child's teacher has students write frequently about what they are learning.
13. My child's teacher provides helpful information about how parents/guardians can support learning at home.
14. To my knowledge, my child's teacher behaves professionally with students, with parents/guardians, and with other teachers.

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What Works in Schools Student Survey

Please use the following scale to respond to each statement:

Always or Nearly Always Frequently Sometimes Rarely Never or Nearly Never

1. My teacher informs me of what I need to know and be able to do.
2. My teacher helps me understand information and develop skills.
3. My teacher provides me with detailed information about my overall learning progress, including information about what I do well and how I can improve.
4. My teacher helps me set and achieve goals.
5. My teacher provides me with feedback on how I can improve on assignments, tests, quizzes, projects, and other learning activities.
6. My teacher keeps me informed about information within the classroom (i.e., grading procedures, due dates, class procedures, course requirements, field trips, etc.).
7. My teacher provides opportunities for me to read a variety of materials.
8. My teacher helps me develop my academic vocabulary.
9. My teacher designs lessons that are beneficial to learning about a topic.
10. My teacher connects learning activities to a variety of interests.
11. My teacher makes an effort to know me, encourages me to do my best work, builds my confidence, and recognizes my success.
12. My teacher makes clear the learning purposes of daily lessons or daily activities.
13. My teacher helps me connect new concepts to what I already know.
14. My teacher has me write about what I am learning.
15. My teacher encourages me to apply what I am learning to solve complex problems, make decisions, and test new and creative ideas.
16. My teacher clearly communicates classroom rules and procedures.
17. My teacher creates and maintains a safe and orderly learning environment; I feel safe in this class.
18. Based on my observations and firsthand experiences, my teacher behaves professionally with students and with other teachers.

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Northwest Allen County Schools

Professional Growth Action Plan

Each teacher shall develop a Professional Growth Plan which includes at least two instructional/professional goals and determine which data points will be included within the evaluation process prior to September 15. The instructional/professional goals are to be submitted to the administrator who will then meet with the teacher prior to the end of October to discuss the Professional Growth Plan. At this conference, the teacher may revise the goals. Also the administrator may identify a goal(s) to assist the teacher's educational growth. Whenever possible, the goals should be related to the Professional Growth Framework and/or the School Action Plan for Continuous Improvement. Joint teacher-administrator decisions will be made as to the relevance, scope, and nature of the Professional Growth Plan. A meeting with the teacher and administrator will be prior to May 15 to discuss progress of the teacher's Professional Growth Plan. Each goal should be in the format of SMART goals.

Goal Writing Process

An important component of the Northwest Allen County Schools Performance Evaluation Plan is developing goals for the Professional Growth Action Plan. The process begins with reflection by the teacher on improving her/his instructional effectiveness and leadership. It culminates in a document that represents SMART goals. SMART goals are Specific, Measurable, Achievable, Results-oriented, and Time-bound.

SMART Goals

S - specific, significant, stretching

- Well defined
- Clear to anyone that has a basic knowledge of the project

M - measurable, meaningful, motivational

- Know if the goal is obtainable and how far away completion is
- Know when it has been achieved

A - attainable, achievable, acceptable, action-oriented

- Agreement with all the stakeholders what the goals should be

R - realistic, relevant, reasonable, rewarding, results-oriented

- Within the availability of resources, knowledge and time

T - time-based, timely, tangible, trackable

- Enough time to achieve the goal
- Not too much time – the goal and the pace must remain meaningful

Definition of Terms

Instructional Goals	Goals related to the teacher/student relationship (i.e., pedagogy, learning environment, student assessment, use of data, media/technology, differentiating/curriculum, etc. For the most part, items in Domains 1, 2, 3, and 4 of the Professional Growth Framework comprise a guide to professional goals.)
Professional Goals:	Goals related to increasing knowledge of the teaching/learning process (i.e., participation in professional learning opportunities, graduate courses, professional organizations, etc. For the most part, items in Domain 5 of the Professional Growth Framework comprise a guide to professional goals.)
The Stated Goals could include:	Individual, team, building, or district goals which result in continuous improvement of student learning.
The Timeline should include:	Anticipated starting date of the plan and an indication of when each milestone will be reached during the completion of the plan.
The Methods/ Strategies could include:	Action research, coaching, video recording, self-assessment, mentoring, college courses related to current assignment, simulations, workshops, visitation days, conferences, classroom observations, teacher academies, or other activities agreed upon during the teacher's goals meeting with the evaluator.
Indicators of Progress could include:	Professional portfolios, student work portfolios, video recordings of class activities, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment (data), case study analysis, benchmarks, presentations at workshops, or other metrics agreed upon during the teacher's goals meeting with the evaluator.
Resources/ Support could include:	Classroom materials, student materials, journals, workshops, books, collegial time, appropriate technology, mentoring, collegial support, release time, administrative support, or other resources/support agreed upon during the teacher's goals meeting with the evaluator.

PROFESSIONAL GROWTH ACTION PLAN Form – Goal Number _____

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):

Check Goal Category: Instructional Goal: ☐ Professional Development Goal: ☐

Goal 1 (include a description of how this goal connects to prior evaluation process feedback):

Describe how accomplishing this goal will improve student learning:

Describe how accomplishing this goal will improve your professional performance:

Action Plan for accomplishing the goal:

Timeline for implementing the action plan and for accomplishing the goal:

Describe indicators/evidence of progress towards accomplishing the goal:

Describe the resources/support that you anticipate needing in order to accomplish the goal (include how license renewal credits may be incorporated):

Staff Member Signature:

Administrator Signature:

Date:

Date:

Please include additional copies of this form articulate additional growth action plans of instructional/professional learning goals.

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PROFESSIONAL GROWTH ACTION PLAN SUMMARY Form – Goal Number _____

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):
List the Goals of the Professional Growth Action Plan:	
Provide a summary of the process used to achieve your goals:	
Describe how your Professional Growth Action Plan improved student learning. Please include supporting evidence.	
Describe how your Professional Growth Action Plan improved your professional practice. Please include supporting evidence.	
Teacher Comments:	
Administrator Comments:	
Staff Member Signature:	Administrator Signature:
Date:	Date:

Please include additional copies of this form if additional space is needed to summarize your accomplishments towards your instructional/professional development goals.

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Performance Evaluation Summative Results

Observation Results		Performance Data Results		Final Summative Evaluation Score	
Professional Growth Framework Domain	Evaluation Rating <small>(Ineffective, Developing, Professional, Mentor, Highly Effective)</small>	Individual Performance Data <small>(9% of the Total Evaluation Score)</small>		Did the teacher impact student achievement growth in a positive way? If “no,” then a state evaluation rating of “Effective” or “Highly Effective” is not possible per statute.	
Domain 1 Planning and Preparation <small>(15% of the Total Observation Score)</small>		Individual Performance Data Point 1			
Domain 2 Classroom Environment <small>(15% of the Total Observation Score)</small>		Individual Performance Data Point 2 <small>(Optional)</small>			
Domain 3 Instructional Strategies <small>(40% of the Total Observation Score)</small>		Individual Performance Data Point 3 <small>(Optional)</small>			
Domain 4 Assessing and Communicating Progress of Student Learning <small>(15% of the Total Observation Score)</small>		Individual Performance Data Score =			
Domain 5 Professionalism and Collegiality <small>(15% of the Total Observation Score)</small>		Tier 4 Performance Data Score = <small>(1% of the Total Evaluation Score)</small>		Total Observation Score = <small>(90% of the Total Evaluation Score)</small>	
Total Observation Score = <small>(90% of the Total Evaluation Score)</small>		Core Professional Standards		Individual Performance Data Score = <small>(9% of the Total Evaluation Score)</small>	
		Number of Yes = Number of No =		Tier 4 Performance Data = <small>(1% of the Total Evaluation Score)</small>	
				Initial Summative Evaluation Score =	
				Deductions: Core Professional Standards “No”	
				Final Summative Evaluation Score =	

Comments / Clarifying Statements from the Evaluator (continue and attach another page if necessary)

Comments / Clarifying Statements from the Person Evaluated (continue and attach another page if necessary)

Overall Evaluation Rating

Signature of Evaluator

Date

Signature of Person Evaluated

(signing this evaluation summary does not indicate agreement or disagreement with the evaluation results)

Date

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PERFORMANCE EVALUATION REMEDIATION PLAN Form

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):
In what areas was the teacher found to be deficient as documented on the PERFORMANCE EVALUATION PLAN RESULTS which resulted in an evaluation rating of "Ineffective" or "Improvement Necessary":	
Action Plan for correcting the deficiencies:	
Timeline for correcting the deficiencies (at most one semester, or no more than 90 school days if one semester exceeds ninety (90) days per IC 20-28-11.5-6(b)):	
Describe indicators/evidence of progress towards accomplishing the goal:	
Describe the resources/support that you anticipate needing in order to accomplish the goal (include how license renewal credits may be incorporated):	
Staff Member Signature:	Administrator Signature:
Date:	Date:

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A Summary of Marzano's *The Art and Science of Teaching*

Ten Design Questions Related to Effective Instruction

- | | |
|---------------------|--|
| Design Question 1: | What will we do to establish and communicate learning goals, track student progress, and celebrate success? |
| Design Question 2: | What will we do to help students effectively interact with new knowledge? |
| Design Question 3: | What will we do to help students practice and deepen their understanding of new knowledge? |
| Design Question 4: | What will we do to help students generate and test hypotheses about new knowledge? |
| Design Question 5: | What will we do to engage students? |
| Design Question 6: | What will we do to establish or maintain classroom rules and procedures? |
| Design Question 7: | What will we do to recognize and acknowledge adherence to and lack of adherence to classroom rules and procedures? |
| Design Question 8: | What will we do to establish and maintain effective relationships with students? |
| Design Question 9: | What will we do to communicate high expectations for all students? |
| Design Question 10: | What will we do to develop effective lessons organized into a cohesive unit? |

The Art and Science of Teaching

Teacher Student Relationships

Adherence to Rules and Procedures

Enacted on the Spot
Student Engagement

Involves Routines
Learning Goals and Feedback
Rules and Procedures

Address Content

Interacting
with New
Knowledge

Practicing
and
Deepening

Generating
and Testing
Hypotheses

High Expectations for Each Learner

ROUTINE EVENTS

DQ 1: What will I do to communicate student learning goals, track student progress, and celebrate success?

Provide clear learning goals	<ul style="list-style-type: none"> ➤ Learning goal posted ➤ Goal articulates learning, not an activity ➤ Goal is referenced throughout the lesson ➤ Scale or rubric clarifies learning goal ➤ Scale or rubric used throughout the lesson
Tracking student progress formatively	<ul style="list-style-type: none"> ➤ Teacher helps students track progress toward learning goal ➤ Scores assigned depicting status/progress toward goal ➤ Teacher charts progress of class toward the goal
Recognizes student success	<ul style="list-style-type: none"> ➤ Teacher acknowledges student achievement/improvement ➤ Teacher acknowledges and celebrates final achievement/improvement of the class ➤ Celebrates success (e.g., certification, parent notification, round of applause, etc.)

DQ 6: What will I do to establish and maintain classroom rules and procedures?

Reviews expectations and rules with students	<ul style="list-style-type: none"> ➤ Teacher involves students in classroom routines ➤ Teacher uses classroom meetings to review rules/procedures ➤ Teacher reminds students of rules/procedures ➤ Students asked to restate or explain rules and procedures ➤ Teacher provides cues or signals when rules/procedures should be used
Organizes room to facilitate learning	<ul style="list-style-type: none"> ➤ The layout of the room has clear traffic patterns ➤ There is easy access to materials and centers ➤ The classroom is decorated to support student learning <ul style="list-style-type: none"> ○ Bulletin boards relate to content ○ Student work is displayed

SEGMENTS ADDRESSING CONTENT

DQ 2: What will I do to help students effectively interact with new knowledge?

Identifies critical input experiences	<ul style="list-style-type: none"> ➤ Teacher explains why content is important ➤ Teacher alerts students to get ready for important information ➤ Teacher cues importance using tone of voice, body position, level of excitement
Organizes students into groups to process content	<ul style="list-style-type: none"> ➤ Teacher has established routines for student grouping and student interaction in groups ➤ Students organized into groups; dyads, triads, etc.
Previews new content	<ul style="list-style-type: none"> ➤ Teacher uses preview questions before reading ➤ Teacher uses K-W-L or variation ➤ Teacher asks/reminds students what they already know ➤ Teacher provides outline/graphic organizer ➤ Teacher has students brainstorm ➤ Teacher uses anticipation guide ➤ Teacher uses motivational hook/launch activity; anecdotes, short selection from video, etc. ➤ Teacher uses word splash activity or similar to connect vocabulary to upcoming content
Chunks content	<ul style="list-style-type: none"> ➤ Teacher stops at strategic points in a verbal presentation ➤ Teacher stops video at key points ➤ While providing demonstration, teacher stops at key points ➤ While students reading information or stories orally, teacher stops at key points
Active processing of new information	<ul style="list-style-type: none"> ➤ Teacher has group members summarize new information ➤ Teacher employs formal group processing strategies; jigsaw, reciprocal teaching, concept attainment
Asks questions to elaborate on new information	<ul style="list-style-type: none"> ➤ Teacher asks explicit questions that require students to make elaborative inferences about new content ➤ Teacher asks students to explain and defend their inferences ➤ Teacher presents situations or problems that require inferences

Records and represents new knowledge	<ul style="list-style-type: none"> ➤ Teacher asks students to summarize information they've learned ➤ Teacher asks students to generate notes that identify critical information in the content ➤ Teacher asks students to create nonlinguistic representations for new content; graphic organizers, pictures, etc. ➤ Teacher asks students to create mnemonics that organize the content
Reflection on learning	<ul style="list-style-type: none"> ➤ Teacher asks students to state or record what they are clear about and what they are confused about ➤ Teacher asks students to state or record their effort ➤ Teacher asks students to state or record what they might have done to enhance their learning
DQ 3: What will I do to help students practice and deepen their understanding of new knowledge?	
Brief review of critical information	<ul style="list-style-type: none"> ➤ Teacher begins lesson with brief review of content ➤ Teacher uses specific strategies to review information: summary, problem solving, questions that require use of content, demonstration, practice test or exercise
Uses grouping to facilitate practicing/deepening	<ul style="list-style-type: none"> ➤ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content ➤ Teacher organizes students into groups with the intent to practice a skill, strategy, or process
Appropriate use of homework	<ul style="list-style-type: none"> ➤ Teacher communicates a clear purpose for homework as related to learning goal ➤ Teacher extends an activity that was begun in class to provide students with more time ➤ Teacher assigns well-crafted homework assignment that allows students to practice and deepen their knowledge independently
Examining similarities and differences	<ul style="list-style-type: none"> ➤ Teacher engages students in activities that require students to examine similarities and differences between content; comparison activities, classifying activities, analogy activities, metaphor activities ➤ Teacher facilitates the use of activities to help students deepen their understanding of content; ask students to summarize what they have learned, as students to explain how activity adds to their understanding
Examining errors in reasoning	<ul style="list-style-type: none"> ➤ Teacher asks students to examine information for errors or informal fallacies; faulty logic, attacks, weak reference, misinformation ➤ Teacher asks students to examine the strength of support presented for a claim; statement of a clear claim, evidence for the claim presented, qualifiers presented showing exceptions to the claim

Practicing skills/strategies/processes	<ul style="list-style-type: none"> ➤ Teacher engages students in massed and distributed practice activities that are appropriate to ability ➤ Guided practice if students cannot perform the skill, strategy, or process independently ➤ Independent practice if students can perform the skill, strategy, or process
Revising knowledge	<ul style="list-style-type: none"> ➤ Teacher asks students to examine previous entries in their academic notebooks or notes ➤ Teacher engages the whole class in an examination of how the current lesson changed perceptions of previous understandings of the content ➤ Teacher has students explain how their understanding has changed
DQ 4: What will I do to help students generate and test hypotheses about new knowledge?	
Organizes students to work on complex tasks	<ul style="list-style-type: none"> ➤ Teacher establishes the need to generate and test hypotheses ➤ Teacher organizes students into groups to generate and test hypotheses
Engages students in complex tasks	<ul style="list-style-type: none"> ➤ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires students to generate and test hypotheses ➤ Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses and determine if their hypotheses was confirmed or disconfirmed
Acts as resources provider/gives guidance	<ul style="list-style-type: none"> ➤ Teacher makes him or herself available to students who need guidance or resources; circulates around the room, provides access to self ➤ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks ➤ Teacher volunteers resources and guidance as needed by the entire class, group of students, or individual students

SEGMENTS ENACTED on the SPOT

DQ 5: What will I do to engage students?

Noticing when students are not engaged	<ul style="list-style-type: none"> ➤ Teacher notices when specific students or groups of students are not engaged ➤ Teacher notices when the energy level in the room is low ➤ Teacher takes action to re-engage students
Use academic games	<ul style="list-style-type: none"> ➤ Teacher uses structured games (Jeopardy, Family Feud, 20 Questions, etc.) ➤ Teacher develops impromptu games ➤ Teacher uses friendly competition with classroom games
Manages question and response rates	<ul style="list-style-type: none"> ➤ Teacher uses wait time effectively ➤ Teacher uses response cards, hand signals, choral response, etc. ➤ Teacher uses technology to keep track of student responses ➤ Teacher uses response chaining
Uses physical movement to maintain engagement	<ul style="list-style-type: none"> ➤ Teacher has students stand up or stretch or do related activities when energy is low ➤ Teacher uses activities that require students to move to respond (e.g., vote with your feet, human barometer, etc.) ➤ Teacher has students physically act out or model content to increase energy and engagement ➤ Teacher uses give-one/get-one activities that require students to move around the room
Maintains lively pace	<ul style="list-style-type: none"> ➤ Teacher employs crisp transitions from one activity to the next ➤ Teacher alters pace appropriately (speeds up or slows down for desired impact)
Demonstrates intensity and enthusiasm	<ul style="list-style-type: none"> ➤ Teacher describes personal experiences that relate to the content ➤ Teacher signals excitement for content using gestures, tone, dramatization, etc. ➤ Teacher overtly adjusts energy level
Uses friendly controversy	<ul style="list-style-type: none"> ➤ Teacher structures mini-debates about the content ➤ Teacher has students examine multiple perspectives and opinions about the content ➤ Teacher elicits different opinions on the content from members of the class

Relates content to personal interests	<ul style="list-style-type: none"> ➤ Teacher is aware of student interests and makes connections to class content ➤ Teacher structures activities that ask students to make connections to themselves ➤ When students are explaining how content relates to their personal interests, the teacher shows interest
Presents unusual or intriguing information	<ul style="list-style-type: none"> ➤ Teacher provides interesting facts and details about the content ➤ Teacher encourages students to identify interesting information ➤ Teacher engages students in activities like “Believe It or Not” about content ➤ Teacher uses guest speakers/resources to provide interesting/unusual information about content ➤ Teacher tells stories related to the content
DQ 7: What will I do to recognize and acknowledge adherence or lack of adherence to classroom rules and procedures?	
Demonstrates “withitness”	<ul style="list-style-type: none"> ➤ Teacher physically occupies all quadrants of the room ➤ Teacher scans the entire room, making eye contact with all students ➤ Teacher recognizes potential sources of disruption and deals with them immediately ➤ Teacher proactively addresses inflammatory situations
Applies consequences	<ul style="list-style-type: none"> ➤ Teacher provides nonverbal signals when students’ behavior is inappropriate: eye contact, proximity, tapping on desk, shaking head “no,” etc. ➤ Teacher uses group contingency consequences (i.e., whole group must demonstrate specific behavior) ➤ Teacher involves the home (i.e., makes a call home to parents to help extinguish inappropriate behavior) ➤ Teacher uses direct cost consequences when appropriate (e.g., student must fix something he/she broke)
Consistently acknowledges adherence to rules	<ul style="list-style-type: none"> ➤ Teacher provides nonverbal signals that a rule or procedure has been followed: smile, nod, high five, etc. ➤ Teacher gives verbal cues that a rule or procedure has been followed: thanking, describing, etc. ➤ Teacher notifies the home when a rule or procedure has been followed ➤ Teacher uses tangible recognition when a rule or procedure has been followed (e.g., certificate, token economy, etc.)
DQ 8: What will I do to establish and maintain effective relationships with students?	
Understands student interests/background	<ul style="list-style-type: none"> ➤ Teacher has side discussions with students about events in their lives ➤ Teacher has discussions with students about topics in which they are interested ➤ Teacher builds student interests into lessons

Uses verbal and nonverbal that indicate care	<ul style="list-style-type: none"> ➤ Teacher compliments students regarding academic and personal accomplishments ➤ Teacher engages in informal conversations with students that are not related to academics ➤ Teacher uses humor with students when appropriate ➤ Teacher smiles, nods, etc. at students when appropriate ➤ Teacher puts hand on students' shoulder appropriately, when appropriate
Behaves objectively and maintains control	<ul style="list-style-type: none"> ➤ Teacher does not exhibit extremes in positive or negative actions ➤ Teacher addresses inflammatory issues and events in a calm and controlled manner ➤ Teacher interacts with all students in the same calm and controlled fashion ➤ Teacher does not demonstrate personal offense at student misbehavior
DQ 9: What will I do to communicate high expectations for students?	
Exhibits behaviors that demonstrate value and respect for low expectancy students	<ul style="list-style-type: none"> ➤ When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students ➤ The teacher provides low expectancy students with nonverbal indications that they are valued and respected (e.g., eye contact, smile, appropriate physical contact, etc.) ➤ The teacher provides low expectancy students with verbal indications that they are valued and respected (playful dialogue, addressing students in a manner that they view as respectful) ➤ Teacher does not allow negative comments about low expectancy students
Asks questions of low expectancy students	<ul style="list-style-type: none"> ➤ Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students ➤ Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students
Probes incorrect answers of low expectancy students	<ul style="list-style-type: none"> ➤ Teacher asks low expectancy students to further explain their answers when they are correct ➤ Teacher rephrases questions for low expectancy students when they provide an incorrect answer ➤ Teacher breaks questions into smaller and simpler parts when low expectancy students answers questions incorrectly ➤ When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts and goes back to them at a later point

Planning and Preparation

DQ 10: What will I do to develop effective lessons organized into a cohesive unit?

Includes the elements of an effective lesson	<ul style="list-style-type: none"> ➤ Teacher plans and prepares an anticipatory set/introductory activity that prepares students for learning and “hooks” them into the lesson ➤ Teacher identifies and connects learning goals of the overall unit ➤ Teacher plans and prepares a variety of activities for presenting new information, modeling and demonstrating the knowledge/skill ➤ Teacher plans multiple and frequent checks for understanding and adjusts the lesson as needed based on the frequent checks ➤ Teacher plans opportunities for guided practice ➤ Teacher plans independent practice opportunities that align with current student understandings and learning needs
Recognizes and plans according to the differentiated needs of students	<ul style="list-style-type: none"> ➤ Teacher plans activities that meet the needs of visual, oral, aural, and kinesthetic learners. ➤ Teacher recognizes and plans activities to meet the learning needs of students with different learning styles (linguistic, naturalist, logical-mathematical, musical, intra-personal, inter-personal, visual-spatial, and bodily-kinesthetic) ➤ Teacher plans for differentiated needs related to content, process, and product ➤ Teacher plans activities to promote higher levels of understanding as defined in Bloom’s Taxonomy ➤ Teacher plans lessons that build on student strengths while also developing areas of weakness
Recognizes and plans accordingly for the differentiated learning goals and related activities	<ul style="list-style-type: none"> ➤ Teacher plans lessons based on the learning goals and purpose of the lesson <ul style="list-style-type: none"> ○ Presenting new information ○ Practicing and deepening knowledge/skills ○ Tasks that involve generating and testing hypothesis ○ Routine activities that are systematically addressed or daily ○ Activities that must be initiated on the spot ➤ Teacher builds flexibility into the lesson in preparation for adjustments necessary to focus on student learning needs ➤ Teacher connects day-to-day lessons that flow from introduction to practicing/deepening to generating and testing hypotheses in order to create a cohesive unit



Northwest Allen County Schools

Administrator

Professional Growth Framework

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Mission

The mission of Northwest Allen County Schools is to develop the talent and nurture the creativity of each learner. We attain our mission by providing healthy and safe learning environments that engage, support, and challenge each learner in a culture of achieving excellence so each learner can become a leading member of our community.

Vision

Northwest Allen County Schools aspires to be a nationally recognized school corporation committed to meeting the needs of our local community and preparing children for an everchanging global economy. We inspire and empower children to be lifelong learners who dream, create, lead, and excel.

Core Values

<u>Integrity:</u>	We act with honesty in all we do. We do the right thing. We do what we say we will do. And we follow through on commitments.
<u>Opportunity:</u>	We take an individualized approach to education. We invest in each learner to ensure he or she has the resources needed to thrive.
<u>Inclusion:</u>	We strive to create a positive, safe, welcoming environment for each individual learner.
<u>Excellence:</u>	We set high expectations for ourselves and help each learner achieve the best of his or her abilities.
<u>Commitment:</u>	The staff, administration, and teachers of NACS are dedicated to the education, well-being and future success of each child.
<u>Respect:</u>	As students, teachers, administrators, and staff, we share the same goals and mission. We respect one another and our traditions.

Core Beliefs

Northwest Allen County Schools believes ...

- each child, regardless of race/ethnicity, religion, creed, economic advantage or disadvantage, native language, sexual orientation, gender identity, or mental, emotional, or physical challenges, can be successful, and as a result, the School's purpose is to develop the talent and nurture the creativity of each learner by providing healthy and safe learning environments that engage, support, and challenge each of them;
- successful schools encourage and engage in collaborations and partnerships between and among teachers, staff, parents, community members, and social and government agencies to create positive learning environments and to provide necessary resources to adhere to its mission and achieve its vision;
- the Board and the Superintendent collaborate to ensure fiscal responsibility, adherence to community values, and compliance with all applicable laws and government regulations; and
- in maintaining and modeling the highest standard of personal and institutional ethics.

Goals

The Board of School Trustees of Northwest Allen County Schools, commits to ...

1. achieve and maintain academic excellence by establishing and supporting policies that allow the employees of Northwest Allen County Schools to provide a healthy and safe learning environment that engages each learner in meaningful educational activities, supports each learner notwithstanding her/his learning difficulties, and challenges each learner to go beyond what each thinks achievable in terms of her/his individual learning;
2. maintain effective, two-way communication with the community served by its schools in order to engage parents and the community to support education and the development of each learner, to become responsible, contributing members of the community;
3. develop, review, and analyze data appropriate for planning, evaluating, and establishing policies and making decisions on the basis of its declared mission, vision, core beliefs, and goals;
4. operate with fiscal responsibility to maximize student learning and development by implementing best management practices and engaging in long-range planning to help each learner achieve success; and
5. conduct all board-related business openly and with the highest standard of ethics.

Northwest Allen County Schools

Definitions of Data Types used in the Performance Evaluation Plan

Tier 1 Assessments are government mandated standardized assessments, such as but not limited to, ISTEP, ISTAR, WIDA, Accuplacer, End of Course Assessments (ECA), etc.

Tier 2 Assessments are optional standardized assessments (NWEA, AP, IB, PLTW, MOUS Certification, DRA, etc.).

Tier 3 Assessments are locally created common assessments and are not standardized within large sample sizes but are standardized in terms of use within grade levels or subject areas within NACS (Common Assessments, common performance projects, commonly developed final exams, etc.)

Tier 4 Assessments are assessments that capture non-testing types of data related to research-based strategies, such as but not limited to, the What Works in Schools Surveys (Appendices D & E).

Additional Considerations Concerning the Implementation of the Individual Data Requirement into the Performance Evaluation Plan

Curriculum and Assessment Alignment Teams shall recommend appropriate Tier 2 and Tier 3 assessment options for each grade level and course related to its content area.

All assessments should be benchmarked to a criterion referenced data point and not be norm-referenced or un-benchmarked against a minimum criterion; growth data should be used whenever statistically defensible data is available.

Whenever possible, multiple Tier 2 and Tier 3 assessments should be available as options from which individual teachers can choose based on their individual situation. However, teachers shall not continually change assessments used to comply with statutory requirements of the evaluation process from year-to-year. Consistency of data formats is encouraged so accurate determinations about ongoing professional growth can be ascertained.

To comply with the statutory evaluation requirements, minimum student performance criteria on each of the assessments shall be determined by the CAAT.

In compliance with the statutory requirement of demonstrating a positive impact on student achievement, a teacher shall identify at least one data point, which may come from a Tier 1, Tier 2, or Tier 3 assessment, to comprise of 9% of the teacher's overall evaluation score:

- a. If 51% or more of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then the teacher shall have it noted on her/his evaluation that positive impact on student achievement growth for the identified assessment data point(s) was achieved.
- b. If less than 51% of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then the teacher shall have it noted on her/his summative evaluation that positive impact on student achievement growth was not achieved for the identified assessment data point(s).

Basic foundational beliefs about instruction upon which the Teacher Professional Growth Framework is constructed.

<p>The Art and Science of Teaching (Mazano)</p> <ul style="list-style-type: none">What will I do to establish and communicate learning goals, track student progress, and celebrate success?What will I do to help students effectively interact with new knowledge and/or skills?What will I do to help students practice and deepen their understanding of new knowledge and/or skills?What will I do to help students generate and test hypotheses about new knowledge and/or skills?What will I do to engage students?What will I do to establish or maintain classroom rules and procedures?What will I do to recognize and acknowledge adherence to and lack of adherence to classroom rules and procedures?What will I do to establish and maintain effective appropriate relationships with students?What will I do to communicate high expectations for all students?What will I do to develop effective lessons organized into a cohesive unit?	<p>Hunter’s Elements of Effective Lessons (Direct Instruction)</p> <ul style="list-style-type: none">Anticipatory Set Connection of previous content to new contentObjectives and Purpose What needs to be learned; why does it need to be learned; how can the new learning be usedExpectations To what extent does it need to be learnedPresenting New Content<ul style="list-style-type: none">Input (visual, oral, aural, kinesthetic)Modeling / DemonstratingChecking for UnderstandingGuided PracticeClosure / SummaryIndependent Practice	<p>Bloom’s Taxonomy (Updated Version – Released 2001)</p> <ul style="list-style-type: none">Remembering Recall appropriate informationUnderstanding Grasp the meaning of contentApplying Use learned content in new and concrete situationsAnalyzing Break down content into component parts so that its organizational structure may be understoodEvaluating Make judgments based on criteria and standardsCreating Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing	<p>Webb’s Depth of Knowledge</p> <ul style="list-style-type: none">Recall and Reproduction (DOK-1) Recall a fact, information, or procedure. Correlates to Bloom’s remembering and understanding. Arrange, calculate, define, draw, identify, illustrate, list, label, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why-Skill / Concept (DOK-2) Engage in mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps. Apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context cluesStrategic Thinking (DOK-3) Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous two levels. Apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problemsExtended Thinking (DOK-4) Requires investigation, complex reasoning, planning, developing, and thinking – likely over an extended period of time in order to engage meaningfully in higher levels of thinking. Correlates to Bloom’s evaluating and creating. analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize						
<p>Assessing & Grading (Guskey)</p> <ul style="list-style-type: none">Do my assessments provide opportunities to apprise students with useful and growth enhancing feedback?Do my assessments and methods for determining and reporting grades promote and encourage continuous student learning and academic growth?Do my assessments inform instruction?Do my methods for determining and reporting grades reflect academic growth and progress made throughout the grading period or course?	<p>Visible Learning and the Science of How We Learn (Hattie)</p> <table><tr><th>High-impact teaching strategies</th><th>What do effective teachers do?</th></tr><tr><td><ul style="list-style-type: none">FeedbackDirect instructionSpaced practiceReciprocal teachingConcept mappingWorked examples</td><td><ul style="list-style-type: none">Mastery learningNote-taking and other study skillsTeaching metacognitive skillsTeaching problem solving skills</td></tr></table>		High-impact teaching strategies	What do effective teachers do?	<ul style="list-style-type: none">FeedbackDirect instructionSpaced practiceReciprocal teachingConcept mappingWorked examples	<ul style="list-style-type: none">Mastery learningNote-taking and other study skillsTeaching metacognitive skillsTeaching problem solving skills	<p>Classroom Instruction That Works (Marzano et al)</p> <table><tr><td><ul style="list-style-type: none">Providing feedbackSetting objectivesIdentifying similarities and differencesReinforcing effort and providing recognitionRepresenting knowledge</td><td><ul style="list-style-type: none">Learning groupsSummarizing and note takingCues, questions, and advance organizersGenerating and testing hypothesesHomework and practice</td></tr></table>	<ul style="list-style-type: none">Providing feedbackSetting objectivesIdentifying similarities and differencesReinforcing effort and providing recognitionRepresenting knowledge	<ul style="list-style-type: none">Learning groupsSummarizing and note takingCues, questions, and advance organizersGenerating and testing hypothesesHomework and practice
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<p>Components of Successful Differentiation (Tomlinson)</p> <p>Differentiation is defined as “consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students.” – Carol Ann Tomlinson</p> <ul style="list-style-type: none">Focus on concepts, emphasizing understanding and sense-making. De-emphasize retention and regurgitation of fragmented fact(s).Use ongoing assessments of readiness and interests, and pre-assess to find students who need more support and those who can leap forward. Do not assume all students need a particular task.Utilize flexible grouping (which is within class grouping in membership which varies according to ability (same ability , mixed ability), interest or questions, learning or processing style, product style, group longevity, and group size (2 – 10); the flexible groups can be teacher-selected, student-selected, purposeful or random). Allow students to work alone sometimes and also in groups based on readiness, interests, or learning or processing styles. Use whole-group instruction for introducing ideas, planning, or sharing results.Guide learning by helping students set goals based on readiness, interests, and learning profiles – and assess based on growth and goal attainment.									

Domain 1 – Establishing an Effective Learning/ Working Environment

If teachers and students do not feel safe, they will not have the necessary psychological energy for teaching and learning ... Without a minimum level of safety and order, a school has little chance of positively affecting student achievement. – Marzano, R.J. (2003, p. 172). *What Works in Schools: Translating Research into Action*.

Leaders realize that what is appreciated, recognized, and honored signals the key values of what is admirable and achievable. – Deal, T.E. and Peterson, K.D. (1999, p. 91). *Shaping school culture: The heart of leadership*.

The following list identifies some related strategies for evaluators to consider when determining the Administrator's effectiveness within **Domain 1: Establishing an Effective Learning/Working Environment**.

- 1) Manages and continuously improves the day-to-day operations of the school in a manner that creates a healthy and safe learning environment; AND
- 2) Develops, implements, supports, encourages, and continuously improves those activities that engage, support, and challenge each learner in a culture of achievement and excellence by
 - a. maintaining a positive and productive working relationship with others within the school for which s/he is responsible;
 - b. maintaining a positive, productive, and welcoming relationships with parents, the community, and public and private agencies;
 - c. cultivating a collaborative environment with others to problem solve situations while developing win-win solutions that maintain each person's dignity and expectation of privacy;
 - d. utilizing teachable moments or applying appropriate disciplinary actions to correct behaviors that interfere with the learning environment necessary to achieve and excel;
 - e. maintaining high, consistent expectations of each employee and student; and
 - f. providing the support necessary to help each employee and student attain his/her full potential.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to establishing an effective learning/working environment, the administrator ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of related strategies; or ➤ implements related strategies in a stepwise manner that results in disjointed or ineffective use of related strategies; or ➤ fails to demonstrate evidence of creating an effective learning/working environment that promotes increased student performance. 	<p>In terms of meeting the expectations related to establishing an effective learning/working environment, the administrator ...</p> <ul style="list-style-type: none"> ➤ concentrates on the general use of related strategies that inconsistently resolve or address individual needs; and ➤ mostly uses related strategies properly; and ➤ demonstrates some evidence of creating an effective learning/working environment that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to establishing an effective learning/working environment, the administrator ...</p> <ul style="list-style-type: none"> ➤ demonstrates consistent evidence of an intended purpose of resolving and addressing individual needs; and ➤ uses related strategies properly; and ➤ demonstrates evidence of creating an effective learning/working environment that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to establishing an effective learning/working environment, the administrator ...</p> <ul style="list-style-type: none"> ➤ consistently resolves and addresses individual needs; and ➤ demonstrates evidence of proactively and properly using and applying connections among related strategies; and ➤ demonstrates evidence of creating an effective learning/working environment that consistently achieves increased student performance among the vast majority of students. 	<p>In terms of meeting the expectations related to establishing an effective learning/working environment, the administrator ...</p> <ul style="list-style-type: none"> ➤ consistently and proactively adjusts for individual needs; and ➤ demonstrates evidence of comfortably and seamlessly using and applying connections among related strategies in a proactive and proper manner; or ➤ appropriately modifies or creates alternate uses of related strategies; and ➤ demonstrates evidence of creating an effective learning/working environment that consistently achieves increased student performance among nearly all students.

Domain 2 – Developing Human Resources

The purpose of personnel development “should be the enhancement of teachers’ [staff members’] pedagogical skills, with the ultimate goal of enhancing student achievement ... Although it is unreasonable to expect all teachers [staff members] to reach the lofty status of 90th percentile or higher regarding their pedagogical skills, it is reasonable to expect all teachers [staff members] to increase their expertise from year to year. Even a modest increase would yield impressive results.” – Marzano, R.J., Frontier, T., & Livingston, D. (2011, p. 2-3). *Effective Supervision: Supporting the Art and Science of Teaching*.

The following list identifies some of the items for evaluators to consider when determining the Administrator’s effectiveness within **Domain 2: Development of Human Resources**.

- 1) Understands her/his role in the administration of board policy, makes recommendations for employment promotion of personnel in writing and supporting data, and accepts responsibility for her/his recommendations.
If the recommendation is not accepted by the Board, s/he willingly finds another person to recommend;
- 2) develops a pattern of identifying and recruiting high quality employees and assigning them to positions that best help the school accomplish its goals, adhere to its mission, and achieve its vision;
- 3) evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement;
- 4) develops a pattern of helping each employee become high quality, dependable, loyal members of the NACS family who effectively help NACS accomplish its goals, adhere to its mission, and achieve its vision by ...
 - a. evaluating performance of staff members, giving commendation for good work, and providing constructive feedback that leads to continuous improvement; and
 - b. organizing and implementing a planned program of staff evaluation and improvement;
- 5) collaborates with others to problem solve situations and develops win-win solutions that maintain each person’s dignity and expectation of privacy;
- 6) delegates authority to staff members appropriate to the position each holds; AND
- 7) develops and executes sound personnel procedures and practices in a manner that ...
 - a. develops good staff morale and loyalty to the organization;
 - b. treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties;
 - c. maintains high, consistent expectations of self and each employee.
 - d. utilizes teachable moments or applying appropriate disciplinary actions to correct behaviors that interfere with the learning / working environment necessary to create a culture of achievement and excellence; and
 - e. provides the support necessary to help each employee attain her/his full potential.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to developing human resources, the administrator ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of related strategies; or ➤ implements related strategies in a stepwise manner that results in disjointed or ineffective use of related strategies; or ➤ fails to demonstrate evidence of developing human resources that promotes increased student performance. 	<p>In terms of meeting the expectations related to developing human resources, the administrator ...</p> <ul style="list-style-type: none"> ➤ concentrates on the general use of related strategies that inconsistently resolve or address individual needs; and ➤ mostly uses related strategies properly; and ➤ demonstrates some evidence of developing human resources that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to developing human resources, the administrator ...</p> <ul style="list-style-type: none"> ➤ demonstrates consistent evidence of an intended purpose of resolving and addressing individual needs; and ➤ uses related strategies properly; and ➤ demonstrates evidence of developing human resources that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to developing human resources, the administrator ...</p> <ul style="list-style-type: none"> ➤ consistently resolves and addresses individual needs; and ➤ demonstrates evidence of proactively and properly using and applying connections among related strategies; and ➤ demonstrates evidence of developing human resources that consistently achieves increased student performance among the vast majority of students. 	<p>In terms of meeting the expectations related to developing human resources, the administrator ...</p> <ul style="list-style-type: none"> ➤ consistently and proactively adjusts for individual needs; and ➤ demonstrates evidence of comfortably and seamlessly using and applying connections among related strategies in a proactive and proper manner; or ➤ appropriately modifies or creates alternate uses of related strategies; and ➤ demonstrates evidence of developing human resources that consistently achieves increased student performance among nearly all students.

Domain 3 – Leadership

Leadership influences virtually every aspect of research related to effective school practices. Leadership is a necessary condition for effective reform relative to implementing research related to school-level, teacher-level, and student-level factors that affect the effectiveness of the school. - Marzano, R.J. (2003, p. 172). *What Works in Schools: Translating Research into Action*.

The following list identifies some of the items for evaluators to consider when determining the Administrator's effectiveness within **Domain 3: Leadership**.

- 1) Exercises good judgment and democratic processes in arriving at decisions while ...
 - a. maintaining high standards of ethics, honesty, and integrity in all personal and professional matters;
 - b. recognizing her/his strengths and weaknesses, learning from prior experiences, and recognizing the need for assistance when necessary;
 - c. inspiring others to highest professional standards;
 - d. maintaining poise and emotional stability in the full range of her/his professional activities;
 - e. collaborating with others to problem solve situations and developing win-win solutions that maintain each person's dignity and expectation of privacy; and
 - f. encouraging participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
- 2) Defends principle and conviction in the face of pressure and partisan influence; AND
- 3) Creates a vision that inspires others to achieve.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to leadership, the administrator ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of related strategies; or ➤ implements related strategies in a stepwise manner that results in disjointed or ineffective use of related strategies; or ➤ fails to demonstrate evidence of leadership that promotes increased student performance. 	<p>In terms of meeting the expectations related to leadership, the administrator ...</p> <ul style="list-style-type: none"> ➤ concentrates on the general use of related strategies that inconsistently resolve or address individual needs; and ➤ mostly uses related strategies properly; and ➤ demonstrates some evidence of leadership that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to leadership, the administrator ...</p> <ul style="list-style-type: none"> ➤ demonstrates consistent evidence of an intended purpose of resolving and addressing individual needs; and ➤ uses related strategies properly; and ➤ demonstrates evidence of leadership that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to leadership, the administrator ...</p> <ul style="list-style-type: none"> ➤ consistently resolves and addresses individual needs; and ➤ demonstrates evidence of proactively and properly using and applying connections among related strategies; and ➤ demonstrates evidence of leadership that consistently achieves increased student performance among the vast majority of students. 	<p>In terms of meeting the expectations related to leadership, the administrator ...</p> <ul style="list-style-type: none"> ➤ consistently and proactively adjusts for individual needs; and ➤ demonstrates evidence of comfortably and seamlessly using and applying connections among related strategies in a proactive and proper manner; or ➤ appropriately modifies or creates alternate uses of related strategies; and ➤ demonstrates evidence of leadership that consistently achieves increased student performance among nearly all students.

Domain 4 – Communication

Top performing organizations communicate the expectations, values, policies, procedures, and performance standards such that they maintain “consistency with values, consistency with long-term goals, consistency with performance standards, consistency of method, [and] consistency over time.” Collins, J. & Hansen, M.T. (2011, p. 20). *Great by choice: Uncertainty, chaos, and luck – why some thrive despite them all*.

The following list identifies some of the items for evaluators to consider when determining the Administrator’s effectiveness within **Domain 4: Communication**.

- 1) Collaborates with others through open and honest dialogue that stays within the group until approved for public dissemination.
- 2) Communicates in a timely manner that keeps staff and the supervisors informed so that others are not caught off guard.
- 3) Communicates with students and parents so that each feels informed and up-to-date.
- 4) Uses language effectively in dealing with staff members, students, parents, and the public.
- 5) Writes clearly and concisely.
- 6) Speaks well in front of large and small groups, expressing her/his ideas in a logical and forthright manner.
- 7) Thinks well on her/his feet when faced with an unexpected or disturbing turn of events in a large or small group or individual meeting.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to communication, the administrator ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of related strategies; or ➤ implements related strategies in a stepwise manner that results in disjointed or ineffective use of related strategies; or ➤ fails to demonstrate evidence of communication that promotes increased student performance. 	<p>In terms of meeting the expectations related to communication, the administrator ...</p> <ul style="list-style-type: none"> ➤ concentrates on the general use of related strategies that inconsistently resolve or address individual needs; and ➤ mostly uses related strategies properly; and ➤ demonstrates some evidence of communication that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to communication, the administrator ...</p> <ul style="list-style-type: none"> ➤ demonstrates consistent evidence of an intended purpose of resolving and addressing individual needs; and ➤ uses related strategies properly; and ➤ demonstrates evidence of communication that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to communication, the administrator ...</p> <ul style="list-style-type: none"> ➤ consistently resolves and addresses individual needs; and ➤ demonstrates evidence of proactively and properly using and applying connections among related strategies; and ➤ demonstrates evidence of communication that consistently achieves increased student performance among the vast majority of students. 	<p>In terms of meeting the expectations related to communication, the administrator ...</p> <ul style="list-style-type: none"> ➤ consistently and proactively adjusts for individual needs; and ➤ demonstrates evidence of comfortably and seamlessly using and applying connections among related strategies in a proactive and proper manner; or ➤ appropriately modifies or creates alternate uses of related strategies; and ➤ demonstrates evidence of communication that consistently achieves increased student performance among nearly all students.

Domain 5 – Managing Operations

High Reliability Organizations (HROs) create opportunities for coordinating all operations with an eye towards establishing clear goals, monitoring the progress towards reaching those goals, understanding and creating the conditions for these goals to be attained, and taking corrective actions and making adjustments when goals are not being achieved. As a learning organization, are operations being managed in such a way as to enhance the goal towards helping children learn? A High Reliability Learning Organization aligns its operations to support that attainment of goals related to helping children learn. - Marzano, R.J. & Waters, T. (2009). *District leadership that works: Striking the right balance*.

The following list identifies some of the items for evaluators to consider when determining the Administrator's effectiveness within **Domain 5: Operations Management**.

- 1) Keeps supervisors informed on issues, needs, and operations of the school.
- 2) Manages the workload in a manner that complies with all requirements and timelines set forth by law, administrative rules, prescribed policies and procedures, and directives from supervisors.
- 3) Solicits and gives attention to problems and opinions of all groups and individuals.
- 4) Implements the corporation's philosophy of education.
- 5) Understands and keeps informed regarding all aspects of the instructional program.
- 6) Keeps informed on needs of the school – plant, facilities, equipment, and supplies.
- 7) Supervises operations, insisting on competent and efficient performance.
- 8) Determines that funds are spent wisely with adequate control and accounting of funds as required by policy, directives from supervisors, and State Board of Accounts.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to managing operations, the administrator ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of related strategies; or ➤ implements related strategies in a stepwise manner that results in disjointed or ineffective use of related strategies; or ➤ fails to demonstrate evidence of managing operations that promotes increased student performance. 	<p>In terms of meeting the expectations related to managing operations, the administrator ...</p> <ul style="list-style-type: none"> ➤ concentrates on the general use of related strategies that inconsistently resolve or address individual needs; and ➤ mostly uses related strategies properly; and ➤ demonstrates some evidence of managing operations that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to managing operations, the administrator ...</p> <ul style="list-style-type: none"> ➤ demonstrates consistent evidence of an intended purpose of resolving and addressing individual needs; and ➤ uses related strategies properly; and ➤ demonstrates evidence of managing operations that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to managing operations, the administrator ...</p> <ul style="list-style-type: none"> ➤ consistently resolves and addresses individual needs; and ➤ demonstrates evidence of proactively and properly using and applying connections among related strategies; and ➤ demonstrates evidence of managing operations that consistently achieves increased student performance among the vast majority of students. 	<p>In terms of meeting the expectations related to managing operations, the administrator ...</p> <ul style="list-style-type: none"> ➤ consistently and proactively adjusts for individual needs; and ➤ demonstrates evidence of comfortably and seamlessly using and applying connections among related strategies in a proactive and proper manner; or ➤ appropriately modifies or creates alternate uses of related strategies; and ➤ demonstrates evidence of managing operations that consistently achieves increased student performance among nearly all students.

Domain 6 – Professionalism and Collegiality

The components of Domain 6 are associated with being a true professional educator, encompassing the roles that educators assume in addition to the ones they have in the classroom with students. Although students rarely notice these activities, and parents and the larger community see them only intermittently, they are vital to preserving and enhancing the profession. Educators begin some of these activities, such as maintaining records and communicating with families, as soon as they enter the profession because they are integral to their work with students. Educators develop other activities, such as participating in a professional community, after their first few years of teaching once they've mastered, to some degree, the details of classroom management and instruction.

The work of professional educators manifestly extends beyond their work in the classroom, and participation in these activities is what separates highly professional educators from their less proficient colleagues. When educators present evidence of their work in this area – through logs, summaries of their work on school and district committees, or descriptions of workshops for parents – they are frequently surprised and impressed by the extent of their professional engagement.” – Danielson, C., et al. (2009, p. 377). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

The following list identifies some of the items for evaluators to consider when determining the Administrator's effectiveness within **Domain 6: Professionalism and Collegiality**.

- 1) Makes decisions in the best interest of students first and foremost and advocates for the best interest of students.
- 2) Recognizes her/his strengths and weaknesses, learns from prior experiences, utilizes solid judgment to make good decisions, and recognizes the need for assistance when necessary.
- 3) Seeks and accepts constructive criticism of her/his work.
- 4) Participates actively in school life and affairs.
- 5) Understands and keeps informed regarding all aspects of the instructional program.
- 6) Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
- 7) Earns the respect and standing among her/his professional colleagues.
- 8) Devotes her/his time and energy effectively to do her/his job.
- 9) Demonstrates her/his ability to work well with individuals and groups.
- 10) Maintains poise and emotional stability in the full range of her/his professional activities.
- 11) Promotes a professional image of the school.
- 12) Maintains her/his professional development by reading, attending and actively participating in courses or conferences, work on professional committees, visiting other districts, and meeting with other administrators.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to professionalism and collegiality, the administrator ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day completion of professional responsibilities; or ➤ develops professionally in a stepwise manner that results in disjointed or ineffective completion of responsibilities; or ➤ fails to demonstrate evidence of professionalism and collegiality that promotes increased student performance. 	<p>In terms of meeting the expectations related to professionalism and collegiality, the administrator ...</p> <ul style="list-style-type: none"> ➤ develops professionally in a manner that leads to inconsistently resolving or addressing individual needs within the parameters of achieving/attaining the school goals, mission, and vision; and ➤ mostly completes professional responsibilities; and ➤ demonstrates some evidence of professionalism and collegiality that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to professionalism and collegiality, the administrator ...</p> <ul style="list-style-type: none"> ➤ develops professionally in a manner that accomplishes the intended purpose of resolving and addressing individual needs within the parameters of achieving/attaining the school goals, mission, and vision; and ➤ demonstrates evidence of proactively developing professionally and cultivating collegial relationships ➤ demonstrates evidence of professionalism and collegiality that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to professionalism and collegiality, the administrator ...</p> <ul style="list-style-type: none"> ➤ develops professionally in a manner that leads to consistently and proactively adjusting for individual needs while achieving/attaining the school and applicable district goals, mission, and vision; and ➤ demonstrates evidence of professionalism and collegiality that consistently achieves increased student performance among the vast majority of students; and ➤ becomes a trusted mentor and advocate for education within the district. 	<p>In terms of meeting the expectations related to professionalism and collegiality, the administrator ...</p> <ul style="list-style-type: none"> ➤ develops professionally in a manner that allows for the appropriate modification or creation of alternate uses of related strategies to accomplish tasks and resolve and address individual needs while achieving/attaining the applicable district goals, mission, and vision; and ➤ demonstrates evidence of professionalism and collegiality that consistently achieves increased student performance among nearly all students; and ➤ becomes a trusted mentor and advocate for education within the community and the profession.

Domain 7 – Core Professional Standards

	No, the administrator does not meet the minimum expectation.	Yes, the administrator meets or exceeds the minimum expectation.
Appropriate Language	Individual demonstrates a pattern of using language that is not appropriate with and/or offensive to students, parents, teachers, supervisors, coordinators, administrator colleagues, visitors, or other community patrons.	Individual demonstrates a pattern of using appropriate language with students, parents, teachers, supervisors, coordinators, administrator colleagues, visitors, or other community patrons.
Attendance	Individual demonstrates a pattern of absences that negatively affects student learning, unnecessarily places increased responsibility on colleagues or substitutes to supervise students assigned to the frequently absent individual, or violates procedures set forth by the employer (this is not intended, nor does it describe, an individual with legitimate reasons requiring a leave of absence, bereavement, accommodating medical needs, etc.)	Individual demonstrates a pattern of attendance that positively contributes to student learning, demonstrates a sense of responsibility to the entire team assigned to manage the school district, and complies with procedures set forth by the employer. (this is not intended, nor does it describe, an individual with legitimate reasons requiring a leave of absence, bereavement, accommodating medical needs, etc.)
Maintenance of Accurate Records	Individual demonstrates a pattern of maintaining inaccurate or incomplete records/ information, or consistently missing established timelines for providing feedback/ answers/ responses to requests/ required reports. (such as, but not limited to, submitting required reports to the Department of Education or District Office, payroll information, professional requests, etc.)	Individual demonstrates a pattern of maintaining records/information in an efficient and effective manner that rarely produces errors, and consistently adheres to established timelines for providing feedback/ answers/ responses to requests/ required reports. (such as, but not limited to, submitting required reports to the Department of Education or District Office, payroll information, professional requests, etc.)
On-Time Arrival	Individual demonstrates a pattern of late arrivals that negatively affect student learning, unnecessarily entrusts increased responsibility on colleagues to supervise students assigned to the late arriving individual, or violates procedures set forth by the employer.	Individual demonstrates a pattern of on-time arrivals that positively contribute to student learning, exhibits a sense of responsibility to the entire team assigned to supervise students, and complies with procedures set forth by the employer.
Policies and Procedures	Individual demonstrates a pattern of violating federal, state, local, laws or regulations or school/district contractual agreements, policies, and/or procedures. (such as, but not limited to, maintaining discipline records, FERPA, IDEA, evaluation processes, harassment, the implementation of adopted curriculum, fundraisers, State Board of Accounts accounting procedures, personnel documentation, appropriate attire, etc.)	Individual demonstrates a pattern of complying with and adhering to federal, state, local, laws or regulations or school/district contractual agreements, policies, and/or procedures. (such as, but not limited to, maintaining discipline records, FERPA, IDEA, evaluation processes, harassment, the implementation of adopted curriculum, fundraisers, State Board of Accounts accounting procedures, personnel documentation, appropriate attire, etc.)

Evaluation Summary							
Domain		Evaluation Rating		Domain		Evaluation Rating	
		(Ineffective, Developing, Professional, Mentor, or Highly Effective)				(Ineffective, Developing, Professional, Mentor, or Highly Effective)	
Domain 1	Establishing an Effective Learning/ Working Environment (13%)			Domain 6	Professionalism & Collegiality (10%)		
Domain 2	Developing Human Resources (15%)			Domain 7	Core Professional Standards	Number of Yes =	Number of No =
Domain 3	Leadership (15%)			Domain 8	Tier 1 Performance Data (10%)		
Domain 4	Communication (12%)			Domain 9	Tier 2 Performance Data (10%)		
Domain 5	Managing Operations (10%)			Domain 10	Tier 3 Performance Data (5%)		
Comments / Clarifying Statements from Evaluator				Comments / Clarifying Statements from the Person Evaluated			

Overall Evaluation Rating

Signature of Evaluator	Date
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Signature of Person Evaluated	Date
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(signing this evaluation does not indicate agreement or disagreement with the evaluation results)

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Northwest Allen County Schools

Superintendent

Professional Growth Framework

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Mission

The mission of Northwest Allen County Schools is to develop the talent and nurture the creativity of each learner. We attain our mission by providing healthy and safe learning environments that engage, support, and challenge each learner in a culture of achieving excellence so each learner can become a leading member of our community.

Vision

Northwest Allen County Schools aspires to be a nationally recognized school corporation committed to meeting the needs of our local community and preparing children for an everchanging global economy. We inspire and empower children to be lifelong learners who dream, create, lead, and excel.

Core Values

<u>Integrity:</u>	We act with honesty in all we do. We do the right thing. We do what we say we will do. And we follow through on commitments.
<u>Opportunity:</u>	We take an individualized approach to education. We invest in each learner to ensure he or she has the resources needed to thrive.
<u>Inclusion:</u>	We strive to create a positive, safe, welcoming environment for each individual learner.
<u>Excellence:</u>	We set high expectations for ourselves and help each learner achieve the best of his or her abilities.
<u>Commitment:</u>	The staff, administration, and teachers of NACS are dedicated to the education, well-being and future success of each child.
<u>Respect:</u>	As students, teachers, administrators, and staff, we share the same goals and mission. We respect one another and our traditions.

Core Beliefs

Northwest Allen County Schools believes ...

- each child, regardless of race/ethnicity, religion, creed, economic advantage or disadvantage, native language, sexual orientation, gender identity, or mental, emotional, or physical challenges, can be successful, and as a result, the School's purpose is to develop the talent and nurture the creativity of each learner by providing healthy and safe learning environments that engage, support, and challenge each of them;
- successful schools encourage and engage in collaborations and partnerships between and among teachers, staff, parents, community members, and social and government agencies to create positive learning environments and to provide necessary resources to adhere to its mission and achieve its vision;
- the Board and the Superintendent collaborate to ensure fiscal responsibility, adherence to community values, and compliance with all applicable laws and government regulations; and
- in maintaining and modeling the highest standard of personal and institutional ethics.

Goals

The Board of School Trustees of Northwest Allen County Schools, commits to ...

1. achieve and maintain academic excellence by establishing and supporting policies that allow the employees of Northwest Allen County Schools to provide a healthy and safe learning environment that engages each learner in meaningful educational activities, supports each learner notwithstanding her/his learning difficulties, and challenges each learner to go beyond what each thinks achievable in terms of her/his individual learning;
2. maintain effective, two-way communication with the community served by its schools in order to engage parents and the community to support education and the development of each learner, to become responsible, contributing members of the community;
3. develop, review, and analyze data appropriate for planning, evaluating, and establishing policies and making decisions on the basis of its declared mission, vision, core beliefs, and goals;
4. operate with fiscal responsibility to maximize student learning and development by implementing best management practices and engaging in long-range planning to help each learner achieve success; and
5. conduct all board-related business openly and with the highest standard of ethics.

Northwest Allen County Schools

Definitions of Data Types used in the Performance Evaluation Plan

Tier 1 Assessments are government mandated standardized assessments, such as but not limited to, ISTEP, ISTAR, WIDA, Accuplacer, End of Course Assessments (ECA), etc.

Tier 2 Assessments are optional standardized assessments (NWEA, AP, IB, PLTW, MOUS Certification, DRA, etc.).

Tier 3 Assessments are locally created common assessments and are not standardized within large sample sizes but are standardized in terms of use within grade levels or subject areas within NACS (Common Assessments, common performance projects, commonly developed final exams, etc.)

Tier 4 Assessments are assessments that capture non-testing types of data related to research-based strategies, such as but not limited to, the What Works in Schools Surveys (Appendices D & E).

Additional Considerations Concerning the Implementation of the Individual Data Requirement into the Performance Evaluation Plan

Curriculum and Assessment Alignment Teams shall recommend appropriate Tier 2 and Tier 3 assessment options for each grade level and course related to its content area.

All assessments should be benchmarked to a criterion referenced data point and not be norm-referenced or un-benchmarked against a minimum criterion; growth data should be used whenever statistically defensible data is available.

Whenever possible, multiple Tier 2 and Tier 3 assessments should be available as options from which individual teachers can choose based on their individual situation. However, teachers shall not continually change assessments used to comply with statutory requirements of the evaluation process from year-to-year. Consistency of data formats is encouraged so accurate determinations about ongoing professional growth can be ascertained.

To comply with the statutory evaluation requirements, minimum student performance criteria on each of the assessments shall be determined by the CAAT.

In compliance with the statutory requirement of demonstrating a positive impact on student achievement, a teacher shall identify at least one data point, which may come from a Tier 1, Tier 2, or Tier 3 assessment, to use in determining the superintendent's overall evaluation score. For assessments based on individual student data:

- c. If 51% or more of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then the teacher shall have it noted on her/his evaluation that positive impact on student achievement growth for the identified assessment data point(s) was achieved.
- d. If less than 51% of the students assigned to the teacher achieve the minimum assessment expectations established by the CAAT, then the teacher shall have it noted on her/his summative evaluation that positive impact on student achievement growth was not achieved for the identified assessment data point(s).

<p><i>The Art and Science of Teaching (Marzano)</i></p> <ul style="list-style-type: none">• What will I do to establish and communicate learning goals, track student progress, and celebrate success?• What will I do to help students effectively interact with new knowledge and/or skills?• What will I do to help students practice and deepen their understanding of new knowledge and/or skills?• What will I do to help students generate and test hypotheses about new knowledge and/or skills?• What will I do to engage students?• What will I do to establish or maintain classroom rules and procedures?• What will I do to recognize and acknowledge adherence to and lack of adherence to classroom rules and procedures?• What will I do to establish and maintain effective appropriate relationships with students?• What will I do to communicate high expectations for all students?• What will I do to develop effective lessons organized into a cohesive unit?	<p><i>Hunter’s Elements of Effective Lessons (Direct Instruction)</i></p> <ul style="list-style-type: none">• Anticipatory Set Reviewing previous content and connecting it to new content• Objectives and Purpose What needs to be learned; why does it need to be learned; how can the new learning be used• Communicating Expectations To what extent does it need to be learned• Presenting New Content Input, explaining, presenting (visual, oral, aural, kinesthetic)• Modeling / Demonstrating• Checking for Understanding• Guided Practice• Closure / Summary• Independent Practice	<p><i>Bloom’s Taxonomy (Updated Version – Released 2001)</i></p> <ul style="list-style-type: none">• Remembering Recall appropriate information• Understanding Grasp the meaning of content• Applying Use learned content in new and concrete situations• Analyzing Break down content into component parts so that its organizational structure may be understood• Evaluating Make judgments based on criteria and standards• Creating Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing	<p><i>Webb’s Depth of Knowledge</i></p> <ul style="list-style-type: none">• Recall and Reproduction (DOK-1) Recall a fact, information, or procedure. Correlates to Bloom’s remembering and understanding. Arrange, calculate, define, draw, identify, illustrate, list, label, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why-• Skill / Concept (DOK-2) Engage in mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps. Apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues• Strategic Thinking (DOK-3) Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous two levels. Apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems• Extended Thinking (DOK-4) Requires investigation, complex reasoning, planning, developing, and thinking – likely over an extended period of time in order to engage meaningfully in higher levels of thinking. Correlates to Bloom’s evaluating and creating. analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize						
<p><i>Assessing & Grading (Guskey)</i></p> <ul style="list-style-type: none">• Do my assessments provide opportunities to apprise students with useful and growth enhancing feedback?• Do my assessments and methods for determining and reporting grades promote and encourage continuous student learning and academic growth?• Do my assessments inform instruction?• Do my methods for determining and reporting grades reflect academic growth and progress made throughout the grading period or course?	<p><i>Visible Learning and the Science of How We Learn (Hattie)</i></p> <table><tr><th>High-impact teaching strategies</th><th>What do effective teachers do?</th></tr><tr><td><ul style="list-style-type: none">• Feedback• Direct instruction• Spaced practice• Reciprocal teaching• Concept mapping• Worked examples</td><td><ul style="list-style-type: none">• Mastery learning• Note-taking and other study skills• Teaching metacognitive skills• Teaching problem solving skills</td></tr></table>		High-impact teaching strategies	What do effective teachers do?	<ul style="list-style-type: none">• Feedback• Direct instruction• Spaced practice• Reciprocal teaching• Concept mapping• Worked examples	<ul style="list-style-type: none">• Mastery learning• Note-taking and other study skills• Teaching metacognitive skills• Teaching problem solving skills	<p><i>Classroom Instruction That Works (Marzano et al)</i></p> <table><tr><td><ul style="list-style-type: none">• Providing feedback• Setting objectives• Identifying similarities and differences• Reinforcing effort and providing recognition• Representing knowledge</td><td><ul style="list-style-type: none">• Learning groups• Summarizing and note taking• Cues, questions, and advance organizers• Generating and testing hypotheses• Homework and practice</td></tr></table>	<ul style="list-style-type: none">• Providing feedback• Setting objectives• Identifying similarities and differences• Reinforcing effort and providing recognition• Representing knowledge	<ul style="list-style-type: none">• Learning groups• Summarizing and note taking• Cues, questions, and advance organizers• Generating and testing hypotheses• Homework and practice
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<p><i>Components of Successful Differentiation (Tomlinson)</i></p> <p>Differentiation is defined as “consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students.” – Carol Ann Tomlinson</p> <ul style="list-style-type: none">• Focus on concepts, emphasizing understanding and sense-making. De-emphasize retention and regurgitation of fragmented fact(s).• Use ongoing assessments of readiness and interests and pre-assess to find students who need more support and those who can leap forward. Do not assume all students need a particular task.• Utilize flexible grouping (which is within class grouping in membership which varies according to ability [same ability, mixed ability], interest or questions, learning or processing style, product style, group longevity, and group size [2 – 10]; the flexible groups can be teacher-selected, student-selected, purposeful or random). Allow students to work alone sometimes and in groups based on readiness, interests, or learning or processing styles. Use whole-group instruction for introducing ideas, planning, or sharing results.• Guide learning by helping students set goals based on readiness, interests, and learning profiles – and assess based on growth and goal attainment.									

Domain 1 – Establishing an Effective Learning/ Working Environment

“If teachers and students do not feel safe, they will not have the necessary psychological energy for teaching and learning ... Without a minimum level of safety and order, a school has little chance of positively affecting student achievement.” – Marzano, R.J. (2003, p. 172). *What Works in Schools: Translating Research into Action*.

“Leaders realize that what is appreciated, recognized, and honored signals the key values of what is admirable and achievable.” – Deal, T.E. and Peterson, K.D. (1999, p. 91). *Shaping school culture: The heart of leadership*.

The following list identifies some related strategies for evaluators to consider when determining the Superintendent’s effectiveness within **Domain 1: Establishing an Effective Learning/Working Environment**.

- 3) Manages and continuously works to improve the day-to-day operations of the school corporation in a manner that creates a healthy and safe learning environment; AND
- 4) Develops, implements, supports, encourages, and continuously improves those activities that engage, support, and challenge each learner in a culture of achievement and excellence by
 - a. maintaining a positive and productive working relationship with each member of the Board of School Trustees by ...
 - i. accepting responsibility for maintaining a positive liaison relationship between the Board and personnel, working toward a degree of understanding and respect between the staff and the Board and the Board and the staff;
 - ii. remains impartial toward the Board, treating all board members alike;
 - iii. refraining from criticism of individual or group members of the Board;
 - iv. providing timely, honest, objective information to the Board and working together to resolve differences of opinion that might exist with the Board in a professional manner; and
 - v. meeting and conferring with the leaders of the teachers association while representing, to the best of her/his ability and understanding, the interest and will of the Board;
 - b. maintaining a positive and productive working relationship with others within the school corporation for which s/he is responsible;
 - c. maintaining a positive, productive, and welcoming relationships with parents, the community, and public and private agencies;
 - d. cultivating a collaborative environment with others to problem solve situations while developing win-win solutions that maintain each person’s dignity and expectation of privacy;
 - e. utilizing teachable moments or applying appropriate disciplinary actions to correct behaviors that interfere with the learning environment necessary to achieve and excel;
 - f. maintaining high, consistent expectations of each employee and student; and
 - g. providing the support necessary to help each employee and student attain his/her full potential.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to establishing an effective learning/working environment, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of related strategies; or ➤ implements related strategies in a stepwise manner that results in disjointed or ineffective use of related strategies; or ➤ fails to demonstrate evidence of creating an effective learning/working environment that promotes increased student performance. 	<p>In terms of meeting the expectations related to establishing an effective learning/working environment, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ concentrates on the general use of related strategies that inconsistently resolve or address individual needs; and ➤ mostly uses related strategies properly; and ➤ demonstrates some evidence of creating an effective learning/working environment that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to establishing an effective learning/working environment, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ demonstrates consistent evidence of an intended purpose of resolving and addressing individual needs; and ➤ uses related strategies properly; and ➤ demonstrates evidence of creating an effective learning/working environment that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to establishing an effective learning/working environment, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ consistently resolves and addresses individual needs; and ➤ demonstrates evidence of proactively and properly using and applying connections among related strategies; and ➤ demonstrates evidence of creating an effective learning/working environment that consistently achieves increased student performance among the vast majority of students. 	<p>In terms of meeting the expectations related to establishing an effective learning/working environment, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ consistently and proactively adjusts for individual needs; and ➤ demonstrates evidence of comfortably and seamlessly using and applying connections among related strategies in a proactive and proper manner; or ➤ appropriately modifies or creates alternate uses of related strategies; and ➤ demonstrates evidence of creating an effective learning/working environment that consistently achieves increased student performance among nearly all students.

Domain 2 – Developing Human Resources

The purpose of personnel development “should be the enhancement of teachers’ [staff members’] pedagogical skills, with the ultimate goal of enhancing student achievement ... Although it is unreasonable to expect all teachers [staff members] to reach the lofty status of 90th percentile or higher regarding their pedagogical skills, it is reasonable to expect all teachers [staff members] to increase their expertise from year to year. Even a modest increase would yield impressive results.” – Marzano, R.J., Frontier, T., & Livingston, D. (2011, p. 2-3). *Effective Supervision: Supporting the Art and Science of Teaching*.

The following list identifies some of the items for evaluators to consider when determining the Superintendent’s effectiveness within **Domain 2: Development of Human Resources**.

- 8) Understands her/his role in the administration of board policy, makes recommendations for employment promotion of personnel in writing based on appropriate evidence and supporting data, and accepts responsibility for her/his recommendations. If the recommendation is not accepted by the Board, s/he willingly finds another person to recommend;
- 9) takes an active role in the development of salary, wage, and benefits recommendations for all personnel, and recommends to the Board the levels which, within budgetary limitations, will best serve the interests of NACS;
- 10) develops a pattern of identifying and recruiting high quality employees and assigning them to positions that best help the school accomplish its goals, adhere to its mission, and achieve its vision;
- 11) develops a pattern of helping each employee become high quality, dependable, loyal members of the NACS family who effectively help NACS accomplish its goals, adhere to its mission, and achieve its vision by creating, supporting, and implementing processes for ...
 - a. evaluating performance of staff members, giving commendation for good work, and providing constructive feedback that leads to continuous improvement; and
 - b. organizing and implementing a planned program of staff development and improvement;
 - c. mentoring and coaching each employee to attain her/his highest level of contribution and leadership abilities;
- 12) collaborates with others to problem solve situations and develops win-win solutions that maintain each person’s dignity and expectation of privacy;
- 13) delegates authority to staff members appropriate to the position each holds; AND
- 14) develops and executes sound personnel procedures and practices in a manner that ...
 - a. develops good staff morale and loyalty to the organization;
 - b. treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties;
 - c. maintains high, consistent expectations of self and each employee.
 - d. utilizes teachable moments or applying appropriate disciplinary actions to correct behaviors that interfere with the learning / working environment necessary to create a culture of achievement and excellence; and
 - e. provides the support necessary to help each employee attain her/his full potential.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to developing human resources, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of related strategies; or ➤ implements related strategies in a stepwise manner that results in disjointed or ineffective use of related strategies; or ➤ fails to demonstrate evidence of developing human resources that promotes increased student performance. 	<p>In terms of meeting the expectations related to developing human resources, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ concentrates on the general use of related strategies that inconsistently resolve or address individual needs; and ➤ mostly uses related strategies properly; and ➤ demonstrates some evidence of developing human resources that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to developing human resources, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ demonstrates consistent evidence of an intended purpose of resolving and addressing individual needs; and ➤ uses related strategies properly; and ➤ demonstrates evidence of developing human resources that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to developing human resources, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ consistently resolves and addresses individual needs; and ➤ demonstrates evidence of proactively and properly using and applying connections among related strategies; and ➤ demonstrates evidence of developing human resources that consistently achieves increased student performance among the vast majority of students. 	<p>In terms of meeting the expectations related to developing human resources, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ consistently and proactively adjusts for individual needs; and ➤ demonstrates evidence of comfortably and seamlessly using and applying connections among related strategies in a proactive and proper manner; or ➤ appropriately modifies or creates alternate uses of related strategies; and ➤ demonstrates evidence of developing human resources that consistently achieves increased student performance among nearly all students.

Domain 3 – Leadership

“Leadership influences virtually every aspect of research related to effective school practices. Leadership is a necessary condition for effective reform relative to implementing research related to school-level, teacher-level, and student-level factors that affect the effectiveness of the school.” - Marzano, R.J. (2003, p. 172). *What Works in Schools: Translating Research into Action*.

The following list identifies some of the items for evaluators to consider when determining the Superintendent’s effectiveness within **Domain 3: Leadership**.

- 4) Exercises good judgment and democratic processes in arriving at decisions while ...
 - g. analyzing and considering relevant and available formal and informal evidence and data;
 - h. soliciting and incorporating relevant feedback from a variety of sources and stakeholders that represent a diverse set of perspectives prior to making final decisions;
 - i. maintaining high standards of ethics, honesty, and integrity in all personal and professional matters;
 - j. recognizing her/his strengths and weaknesses, learning from prior experiences, and recognizing the need for assistance when necessary;
 - k. inspiring others to highest professional standards;
 - l. maintaining poise and emotional stability in the full range of her/his professional activities;
 - m. collaborating with others to problem solve situations and developing win-win solutions that maintain each person’s dignity and expectation of privacy; and
 - n. encouraging participation of appropriate stakeholders and incorporating relevant feedback from a variety of perspectives within the decision-making process.
- 5) provides professional advice to the Board on items requiring board action with appropriate recommendations that are based on study and analysis;
- 6) defends principle and conviction in the face of pressure and partisan influence;
- 7) establishes goals that are specific, measurable, attainable, realistic and relevant, and timely; AND
- 8) builds and creates consensus around a shared vision that inspires achievement.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to leadership, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of related strategies; or ➤ implements related strategies in a stepwise manner that results in disjointed or ineffective use of related strategies; or ➤ fails to demonstrate evidence of leadership that promotes increased student performance. 	<p>In terms of meeting the expectations related to leadership, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ concentrates on the general use of related strategies that inconsistently resolve or address individual needs; and ➤ mostly uses related strategies properly; and ➤ demonstrates some evidence of leadership that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to leadership, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ demonstrates consistent evidence of an intended purpose of resolving and addressing individual needs; and ➤ uses related strategies properly; and ➤ demonstrates evidence of leadership that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to leadership, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ consistently resolves and addresses individual needs; and ➤ demonstrates evidence of proactively and properly using and applying connections among related strategies; and ➤ demonstrates evidence of leadership that consistently achieves increased student performance among the vast majority of students. 	<p>In terms of meeting the expectations related to leadership, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ consistently and proactively adjusts for individual needs; and ➤ demonstrates evidence of comfortably and seamlessly using and applying connections among related strategies in a proactive and proper manner; or ➤ appropriately modifies or creates alternate uses of related strategies; and ➤ demonstrates evidence of leadership that consistently achieves increased student performance among nearly all students.

Domain 4 – Communication

Top performing organizations communicate the expectations, values, policies, procedures, and performance standards such that they maintain “consistency with values, consistency with long-term goals, consistency with performance standards, consistency of method, [and] consistency over time.” Collins, J. & Hansen, M.T. (2011, p. 20). *Great by choice: Uncertainty, chaos, and luck – why some thrive despite them all*.

The following list identifies some of the items for evaluators to consider when determining the Superintendent’s effectiveness within **Domain 4: Communication**.

- 8) Collaborates with others through open and honest dialogue that stays within the group until approved for public dissemination;
- 9) communicates in a timely manner that keeps staff and the Board informed so that others are not caught off guard;
- 10) communicates with staff, students, and parents so that each feels informed and up-to-date on relevant matters;
- 11) uses language effectively in dealing with the Board, staff members, students, parents, and the public;
- 12) writes clearly and concisely;
- 13) speaks well in front of large and small groups, expressing her/his ideas in a logical and forthright manner;
- 14) develops a friendly and cooperative relationship with the news media; AND
- 15) thinks well on her/his feet when faced with an unexpected or disturbing turn of events in a large or small group or individual meeting.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to communication, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of related strategies; or ➤ implements related strategies in a stepwise manner that results in disjointed or ineffective use of related strategies; or ➤ fails to demonstrate evidence of communication that promotes increased student performance. 	<p>In terms of meeting the expectations related to communication, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ concentrates on the general use of related strategies that inconsistently resolve or address individual needs; and ➤ mostly uses related strategies properly; and ➤ demonstrates some evidence of communication that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to communication, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ demonstrates consistent evidence of an intended purpose of resolving and addressing individual needs; and ➤ uses related strategies properly; and ➤ demonstrates evidence of communication that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to communication, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ consistently resolves and addresses individual needs; and ➤ demonstrates evidence of proactively and properly using and applying connections among related strategies; and ➤ demonstrates evidence of communication that consistently achieves increased student performance among the vast majority of students. 	<p>In terms of meeting the expectations related to communication, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ consistently and proactively adjusts for individual needs; and ➤ demonstrates evidence of comfortably and seamlessly using and applying connections among related strategies in a proactive and proper manner; or ➤ appropriately modifies or creates alternate uses of related strategies; and ➤ demonstrates evidence of communication that consistently achieves increased student performance among nearly all students.

Domain 5 – Managing Operations

“High Reliability Organizations (HROs) create opportunities for coordinating all operations with an eye towards establishing clear goals, monitoring the progress towards reaching those goals, understanding and creating the conditions for these goals to be attained, and taking corrective actions and making adjustments when goals are not being achieved. As a learning organization, are operations being managed in such a way as to enhance the goal towards helping children learn? A High Reliability Learning Organization aligns its operations to support that attainment of goals related to helping children learn.” - Marzano, R.J. & Waters, T. (2009). *District leadership that works: Striking the right balance*.

The following list identifies some of the items for evaluators to consider when determining the Superintendent’s effectiveness within **Domain 5: Operations Management**.

- 9) Keeps the Board informed on issues, needs, and operations of the school corporation, including the preparation of a board agenda while providing adequate background knowledge, when possible, for the board to consider when making decisions;
- 10) manages the workload in a manner that complies with all requirements and timelines set forth by law, administrative rules, prescribed policies and procedures, and directives from supervisors;
- 11) interprets and executes the intent of board policy;
- 12) solicits and gives attention to problems and opinions of all groups and individuals;
- 13) implements the corporation’s philosophy of education;
- 14) understands and keeps informed regarding all aspects of the instructional program;
- 15) keeps informed on needs of the school – plant, facilities, equipment, and supplies;
- 16) supervises operations, insisting on competent and efficient performance; AND
- 17) determines that funds are spent wisely with adequate control and accounting of funds as required by policy, directives from supervisors, state and federal statutes, and State Board of Accounts.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to managing operations, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of related strategies; or ➤ implements related strategies in a stepwise manner that results in disjointed or ineffective use of related strategies; or ➤ fails to demonstrate evidence of managing operations that promotes increased student performance. 	<p>In terms of meeting the expectations related to managing operations, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ concentrates on the general use of related strategies that inconsistently resolve or address individual needs; and ➤ mostly uses related strategies properly; and ➤ demonstrates some evidence of managing operations that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to managing operations, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ demonstrates consistent evidence of an intended purpose of resolving and addressing individual needs; and ➤ uses related strategies properly; and ➤ demonstrates evidence of managing operations that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to managing operations, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ consistently resolves and addresses individual needs; and ➤ demonstrates evidence of proactively and properly using and applying connections among related strategies; and ➤ demonstrates evidence of managing operations that consistently achieves increased student performance among the vast majority of students. 	<p>In terms of meeting the expectations related to managing operations, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ consistently and proactively adjusts for individual needs; and ➤ demonstrates evidence of comfortably and seamlessly using and applying connections among related strategies in a proactive and proper manner; or ➤ appropriately modifies or creates alternate uses of related strategies; and ➤ demonstrates evidence of managing operations that consistently achieves increased student performance among nearly all students.

Domain 6 – Professionalism and Collegiality

The components of Domain 6 are associated with “being a true professional educator, encompassing the roles that educators assume in addition to the ones they have in the classroom with students. Although students rarely notice these activities, and parents and the larger community see them only intermittently, they are vital to preserving and enhancing the profession. Educators begin some of these activities, such as maintaining records and communicating with families, as soon as they enter the profession because they are integral to their work with students. Educators develop other activities, such as participating in a professional community, after their first few years of teaching once they’ve mastered, to some degree, the details of classroom management and instruction.

The work of professional educators manifestly extends beyond their work in the classroom, and participation in these activities is what separates highly professional educators from their less proficient colleagues. When educators present evidence of their work in this area – through logs, summaries of their work on school and district committees, or descriptions of workshops for parents – they are frequently surprised and impressed by the extent of their professional engagement.” – Danielson, C., et al. (2009, p. 377). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

The following list identifies some of the items for evaluators to consider when determining the Superintendent’s effectiveness within **Domain 6: Professionalism and Collegiality**.

- 13) Makes decisions in the best interest of students first and foremost and advocates for the best interest of students.
- 14) Recognizes her/his strengths and weaknesses, learns from prior experiences, utilizes solid judgment to make good decisions, and recognizes the need for assistance when necessary.
- 15) Seeks and accepts constructive criticism of her/his work.
- 16) Participates actively in district life and affairs.
- 17) Understands, supports, and keeps informed regarding aspects of the instructional program.
- 18) Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
- 19) Earns the respect and standing among her/his professional colleagues.
- 20) Devotes her/his time and energy effectively to do her/his job.
- 21) Demonstrates her/his ability to work well with individuals and groups.
- 22) Maintains poise and emotional stability in the full range of her/his professional activities.
- 23) Promotes a professional image of the district.
- 24) Maintains her/his professional development by reading, attending and actively participating in courses or conferences, work on professional committees, visiting other districts, and meeting with other administrators.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>In terms of meeting the expectations related to professionalism and collegiality, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day completion of professional responsibilities; or ➤ develops professionally in a stepwise manner that results in disjointed or ineffective completion of responsibilities; or ➤ fails to demonstrate evidence of professionalism and collegiality that promotes increased student performance. 	<p>In terms of meeting the expectations related to professionalism and collegiality, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ develops professionally in a manner that leads to inconsistently resolving or addressing individual needs within the parameters of achieving/attaining the school goals, mission, and vision; and ➤ mostly completes professional responsibilities; and ➤ demonstrates some evidence of professionalism and collegiality that consistently promotes increased student performance. 	<p>In terms of meeting the expectations related to professionalism and collegiality, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ develops professionally in a manner that accomplishes the intended purpose of resolving and addressing individual needs within the parameters of achieving/attaining the school goals, mission, and vision; and ➤ demonstrates evidence of proactively developing professionally and cultivating collegial relationships ➤ demonstrates evidence of professionalism and collegiality that consistently achieves increased student performance. 	<p>In terms of meeting the expectations related to professionalism and collegiality, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ develops professionally in a manner that leads to consistently and proactively adjusting for individual needs while achieving/attaining the school and applicable district goals, mission, and vision; and ➤ demonstrates evidence of professionalism and collegiality that consistently achieves increased student performance among the vast majority of students; and ➤ becomes a trusted mentor and advocate for education within the district. 	<p>In terms of meeting the expectations related to professionalism and collegiality, the Superintendent ...</p> <ul style="list-style-type: none"> ➤ develops professionally in a manner that allows for the appropriate modification or creation of alternate uses of related strategies to accomplish tasks and resolve and address individual needs while achieving/attaining the applicable district goals, mission, and vision; and ➤ demonstrates evidence of professionalism and collegiality that consistently achieves increased student performance among nearly all students; and ➤ becomes a trusted mentor and advocate for education within the community and the profession.

Domain 7 – Core Professional Standards

	No, the administrator does not meet the minimum expectation.	Yes, the administrator meets or exceeds the minimum expectation.
Appropriate Language	Individual demonstrates a pattern of using language that is not appropriate with and/or offensive to students, parents, teachers, supervisors, coordinators, administrator colleagues, visitors, or other community patrons.	Individual demonstrates a pattern of using appropriate language with students, parents, teachers, supervisors, coordinators, administrator colleagues, visitors, or other community patrons.
Attendance	Individual demonstrates a pattern of absences that negatively affects student learning, unnecessarily places increased responsibility on colleagues or substitutes to supervise students assigned to the frequently absent individual, or violates procedures set forth by the employer (this is not intended, nor does it describe, an individual with legitimate reasons requiring a leave of absence, bereavement, accommodating medical needs, etc.)	Individual demonstrates a pattern of attendance that positively contributes to student learning, demonstrates a sense of responsibility to the entire team assigned to manage the school district, and complies with procedures set forth by the employer. (this is not intended, nor does it describe, an individual with legitimate reasons requiring a leave of absence, bereavement, accommodating medical needs, etc.)
Maintenance of Accurate Records	Individual demonstrates a pattern of maintaining inaccurate or incomplete records/ information, or consistently missing established timelines for providing feedback/ answers/ responses to requests/ required reports. (such as, but not limited to, submitting required reports to the Department of Education or District Office, payroll information, professional requests, etc.)	Individual demonstrates a pattern of maintaining records/information in an efficient and effective manner that rarely produces errors, and consistently adheres to established timelines for providing feedback/ answers/ responses to requests/ required reports. (such as, but not limited to, submitting required reports to the Department of Education or District Office, payroll information, professional requests, etc.)
On-Time Arrival	Individual demonstrates a pattern of late arrivals that negatively affect student learning, unnecessarily entrusts increased responsibility on colleagues to supervise students assigned to the late arriving individual, or violates procedures set forth by the employer.	Individual demonstrates a pattern of on-time arrivals that positively contribute to student learning, exhibits a sense of responsibility to the entire team assigned to supervise students, and complies with procedures set forth by the employer.
Policies and Procedures	Individual demonstrates a pattern of violating federal, state, local, statutes or regulations or school/district contractual agreements, policies, and/or procedures. (such as, but not limited to, maintaining discipline records, FERPA, IDEA, evaluation processes, harassment, the implementation of adopted curriculum, fundraisers, State Board of Accounts accounting procedures, personnel documentation, appropriate attire, etc.)	Individual demonstrates a pattern of complying with and adhering to federal, state, local, statutes or regulations or school/district contractual agreements, policies, and/or procedures. (such as, but not limited to, maintaining discipline records, FERPA, IDEA, evaluation processes, harassment, the implementation of adopted curriculum, fundraisers, State Board of Accounts accounting procedures, personnel documentation, appropriate attire, etc.)

Evaluation Summary								
Domain		Evaluation Rating		Domain		Evaluation Rating		
		(Ineffective, Developing, Professional, Mentor, or Highly Effective)				(Ineffective, Developing, Professional, Mentor, or Highly Effective)		
Domain 1	Establishing an Effective Learning/ Working Environment (10%)				Domain 6	Professionalism & Collegiality (10%)		
Domain 2	Developing Human Resources (15%)				Domain 7	Core Professional Standards	Number of Yes =	Number of No =
Domain 3	Leadership (15%)				Domain 8	Tier 1 Performance Data (10%)		
Domain 4	Communication (10%)				Domain 9	Tier 2 Performance Data (10%)		
Domain 5	Managing Operations (10%)				Domain 10	Tier 3 Performance Data (5%)		
					Domain 11	Tier 4 Performance Data (5%)		
Comments / Clarifying Statements from Evaluator					Comments / Clarifying Statements from the Person Evaluated			

Overall Evaluation Rating

Signature of Evaluator

Date

Signature of Person Evaluated

Date

(signing this evaluation does not indicate agreement or disagreement with the evaluation results)

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