



# RISE

## Evaluation and Development System

Evaluator and Teacher Handbook  
Modified Version 2.0

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## Indiana Teacher Effectiveness Rubric: Overview

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

### Figure 1: Domains 1-3 and Competencies

#### Domain 1: Planning

- 1.1 Utilize Assessment Data to Plan
- 1.2 Track Student Data and Analyze Progress

#### Domain 2: Instruction

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Maximize Instructional Time

#### Domain 3: Leadership

- 3.1 Contribute to School Culture
- 3.2 Seek Professional Skills and Knowledge
- 3.3 Engage Families in Student Learning

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

The Core Professionalism domain has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

## **The Indiana Teacher Effectiveness Rubric**

All supporting observation and conference documents and forms can be found in Appendix A.

### **Observation of Teacher Practice: Questions and Answers for Teachers**

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

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

*What is the role of the primary evaluator?*

Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator must perform at least one observations during the year. Once all data is gathered, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with you to discuss this final rating in a summative conference. Teachers new to the corporation will have 2 observations.

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

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

*What is an observation?*

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

*Are there mandatory conferences that accompany a long observation?*

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

- b. Post-Conferences: Post-Conferences are mandatory and must occur within seven school days of the observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.
- c. Principals will go over the teacher evaluation plan prior to their observation.

*How many long observations will I have in a year?*

All teachers must have a minimum of one long observations per year. The principal may perform additional observations as required.

*Who is qualified to perform long observations?*

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

*Is there any additional support for struggling teachers?*

It is expected that a struggling teacher will receive observations above and beyond the minimum number required by RISE. It is recommended that primary evaluators place struggling teachers on a professional development plan.

*Will my formal and informal observations be scored?*

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

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

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

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

Evaluators and teachers seeking more guidance around evidence collection for Domains 1 and 3 should reference the “Evidence Collection and Scoring of Domains 1 and 3” [resource](#) under the Professional Practice resources section on the RISE website.

*What is a professional development plan?*

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

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

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

*Is there extra support in this system for new teachers?*

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

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

**Teacher Effectiveness Rubric: Scoring**

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

**Figure 2: Evidence vs. Judgment**

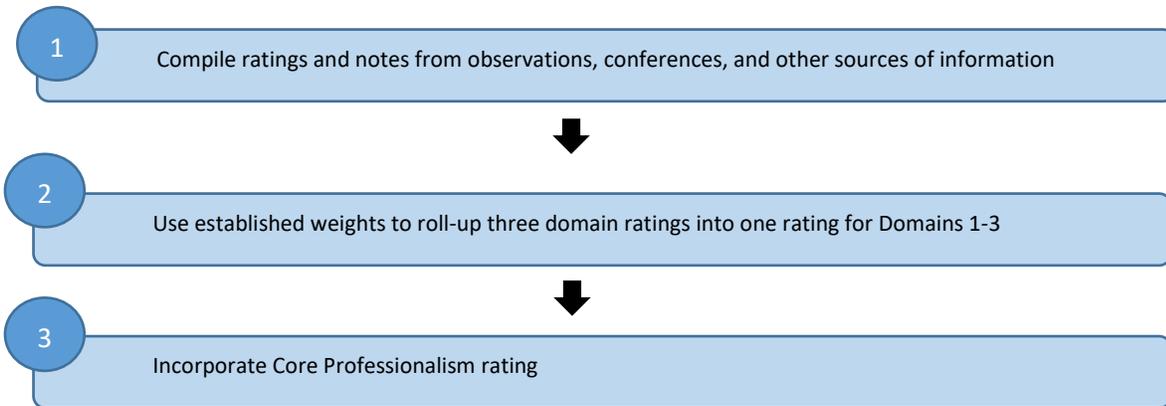
Evidence	Judgment
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let’s move on  (9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	The teacher doesn’t do a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

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

**Figure 3: Mapping Evidence to Indicators**

Evidence	Indicator
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on.	<u>Competency 2.4: Check for Understanding</u> Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. (Ineffective)
(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	

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



Each step is described in detail below.

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

At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically. Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

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

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

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3.5	10%	0.35
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
<b>Final Score</b>			<b>2.30</b>

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score

Observations – observations with conference occurring within 7 working days. This conference will have ratings for the teacher to view. The teacher should request observations by the principal if they would like to improve the score. Observations should be completed by Spring Break.

Teacher evaluation rubric TER along with core professionalism will make up 100% of the evaluation.

3

**Incorporate Core Professionalism**

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in at least one of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

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

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

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

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

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

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

Note: Borderline points always round up.

The score of 2.85 maps to a rating of “Effective”. Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. The summative conference may occur at the end of the school year in the spring.

## **EVALUATORS**

The Superintendent determines who will be evaluators. All Principals, Assistant Principals, Director of Special Education and Superintendent will serve as evaluators. They will all initially participate in the RISE training (conducted through the Southern Indiana Education Center) and then ongoing training will be conducted through monthly administrative council meetings.

The plan will be taken to the Board in June, July or August of each year. Prior to the Evaluation Plan going to the Board it will be discussed with the South Gibson Teachers Association. The Evaluation Plan is posted on the school website at [www.sgibson.k12.in.us](http://www.sgibson.k12.in.us).

### **Negative Impact**

Educators that have a negative impact on student learning will not be rated Effective or Highly Effective.

IC 20-28-11.5-4 (c) A plan must include the following components: (6) A provision that a teacher who negatively impacts student achievement and growth cannot receive a rating of highly effective or effective.

IC 20-28-11.5-8 To implement this chapter, the state board shall adopt rules that establish standards that define actions that constitute a negative impact on student achievement.

Regulations 511 IAC 10-6-4(c) Negative impact on student learning shall be defined as follows: (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

## **IMPROVEMENT PLANS**

Students who have teachers who are rated as Ineffective will be assigned a new teacher for the second year. Parents will be notified by letter of this change.

Teachers who are rated as Improvement Necessary will in collaboration with the principal create plans for improvement prior to the beginning of the next school year. Professional Growth Points will be assigned to the plans for the teachers to use in license renewal. Improvement Plans are overseen by the Principal and Superintendent.

Teachers who are rated as ineffective may request via email a conference with the Superintendent.



# RISE

## EVALUATION AND DEVELOPMENT SYSTEM

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# INDIANA TEACHER EFFECTIVENESS RUBRIC

Modified Version 2.0

## DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.1 Utilize Assessment Data to Plan</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding</li> </ul>	<p><b>Teacher uses prior assessment data to formulate:</b></p> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, AND lesson plans</li> </ul>	<p><b>Teacher uses prior assessment data to formulate:</b></p> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, OR lesson plans, but not all of the above</li> </ul>	<p><b>Teacher rarely or never uses prior assessment data when planning.</b></p>
<b>1.2 Track Student Data and Analyze Progress</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points</li> <li>- Updates tracking system daily</li> <li>- Uses data analysis of student progress to drive lesson planning for the following day</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/progress data</li> <li>- Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>- Maintaining a grading system aligned to student learning goals</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/progress data</li> <li>- Maintaining a grading system</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Use data to analyze student progress towards mastery or to plan future lessons/units</li> <li>- Have grading system that appropriately aligns with student learning goals</li> </ul>	<p><b>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</b></p>

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.1:</b>  <b>Develop student understanding and mastery of lesson objectives</b>	<b>Teacher is highly effective at developing student understanding and mastery of lesson objectives</b>	<b>Teacher is effective at developing student understanding and mastery of lesson objectives</b>	<b>Teacher needs improvement at developing student understanding and mastery of lesson objectives</b>	<b>Teacher is ineffective at developing student understanding and mastery of lesson objectives</b>
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</li> <li>- Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms</li> <li>- Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>- Lesson is well-organized to move students towards mastery of the objective</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable</li> <li>- Objective is stated, but not in a student-friendly manner that leads to understanding</li> <li>- Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>- Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> <li>- Organization of the lesson may not always be connected to mastery of the objective</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.</li> <li>- There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.</li> <li>- Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.</li> <li>- There may be no effort to connect objective to prior knowledge of students</li> <li>- Lesson is disorganized and does not lead to mastery of objective.</li> </ul>

Notes: 1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate). 2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various “centers”, early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.2:</b>  <b>Demonstrate and Clearly Communicate Content Knowledge to Students</b>	<b>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</b>	<b>Teacher is effective at demonstrating and clearly communicating content knowledge to students</b>	<b>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</b>	<b>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</b>
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>- Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>- Explanations spark student excitement and interest in the content</li> <li>- Students participate in each others' learning of content through collaboration during the lesson</li> <li>- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher demonstrates content knowledge and delivers content that is factually correct</li> <li>- Content is clear, concise and well-organized</li> <li>- Teacher restates and rephrases instruction in multiple ways to increase understanding</li> <li>- Teacher emphasizes key points or main ideas in content</li> <li>- Teacher uses developmentally appropriate language and explanations</li> <li>- Teacher implements relevant instructional strategies learned via professional development</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher delivers content that is factually correct</li> <li>- Content occasionally lacks clarity and is not as well organized as it could be</li> <li>- Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding</li> <li>- Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways</li> <li>- Explanations sometimes lack developmentally appropriate language</li> <li>- Teacher does not always implement new and improved instructional strategies learned via professional development</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher may deliver content that is factually incorrect</li> <li>- Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>- Teacher continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>- Teacher does not emphasize main ideas, and students are often confused about content</li> <li>- Teacher fails to use developmentally appropriate language</li> <li>- Teacher does not implement new and improved instructional strategies learned via professional development</li> </ul>

Notes: 1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson. 2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency. 3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.3:</b>  <b>Engage students in academic content</b>	<b>Teacher is highly effective at engaging students in academic content</b>	<b>Teacher is effective at engaging students in academic content</b>	<b>Teacher needs improvement at engaging students in academic content</b>	<b>Teacher is ineffective at engaging students in academic content</b>
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>- Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul>	<ul style="list-style-type: none"> <li>- 3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>- Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences</li> <li>- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than 3/4 of students are engaged in content and many are off-task</li> <li>- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>- Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective</li> <li>- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content</li> <li>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than 1/2 of students are engaged in content and many are off-task</li> <li>- Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>- Teacher does not differentiate instruction to target different learning modalities</li> <li>- Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students</li> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content</li> <li>- Students do not actively listen and are overtly disinterested in engaging.</li> </ul>

Notes: 1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. 2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities. 3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.4:</b>  <b>Check for Understanding</b>	<b>Teacher is highly effective at checking for understanding</b>	<b>Teacher is effective at checking for understanding</b>	<b>Teacher needs improvement at checking for understanding</b>	<b>Teacher is ineffective at checking for understanding</b>
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)</li> <li>- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding</li> <li>- Teacher uses wait time effectively both after posing a question and before helping students think through a response</li> <li>- Teacher doesn’t allow students “opt-out” of checks for understanding and cycles back to these students</li> <li>- Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>- Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding</li> <li>- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students</li> <li>- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>-Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding</li> <li>- Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</li> <li>- Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students</li> <li>- Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul>

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

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

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.5: Modify Instruction As Needed</b>	<b>Teacher is highly effective at modifying instruction as needed</b>	<b>Teacher is effective at modifying instruction as needed</b>	<b>Teacher needs improvement at modifying instruction as needed</b>	<b>Teacher is ineffective at modifying instruction as needed</b>
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>- Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</li> <li>- Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</li> <li>- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students</li> <li>- Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding</li> </ul>

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.6:</b>  <b>Maximize Instructional Time</b>	<b>Teacher is highly effective at maximizing instructional time</b>	<b>Teacher is effective at maximizing instructional time</b>	<b>Teacher needs improvement at maximizing instructional time</b>	<b>Teacher is ineffective at maximizing instructional time</b>
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>- All students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Students arrive on-time and are aware of the consequences of arriving late (unexcused)</li> <li>- Class starts on-time</li> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</li> <li>- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>- Almost all students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Some students consistently arrive late (unexcused) for class without consequences</li> <li>- Class may consistently start a few minutes late</li> <li>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</li> <li>- There is more than a brief period of time when students are left without meaningful work to keep them engaged</li> <li>- Teacher may delegate lesson time inappropriately between parts of the lesson</li> <li>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</li> <li>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.</li> </ul>	<ul style="list-style-type: none"> <li>- Students may frequently arrive late (unexcused) for class without consequences</li> <li>- Teacher may frequently start class late.</li> <li>- There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</li> <li>- There are significant periods of time in which students are not engaged in meaningful work</li> <li>- Teacher wastes significant time between parts of the lesson due to classroom management.</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.</li> </ul>

Notes:

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

### DOMAIN 3: TEACHER LEADERSHIP

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 3.1:</b>  <b>Contribute to School Culture</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	<b>Teacher will:</b> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	<b>Teacher will:</b> - Contribute occasional ideas and expertise to further the school's mission and initiatives  <b>Teacher may not:</b> - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
<b>Competency 3.2:</b>  <b>Seek Professional Skills and Knowledge</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	<b>Teacher will:</b> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	<b>Teacher will:</b> - Attend all mandatory professional development opportunities  <b>Teacher may not:</b> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
<b>Competency 3.3:</b>  <b>Engage Families in Student Learning</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	<b>Teacher will:</b> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	<b>Teacher will:</b> - Respond to contact from parents - Engage in all forms of parent outreach required by the school  <b>Teacher may not:</b> - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

## Core Professionalism Rubric

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

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

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