

# **North Newton School Corporation**

## **Evaluation and Professional Development Plan**

## Guiding Principles

1. Nothing the North Newton School Corporation can do for our students matters more than giving them effective teachers and administrators. Teachers are the most important school factor in how much children learn. Additionally, school and district leadership provide leadership and guidance to lead the district toward continual improvement and academic success.
2. Teachers and administrators deserve to be treated like professionals. NNSC is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each certificated employee's success in helping students learn and grow.

## Legislative Context

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced 3 main requirements:
  - Every certified staff member must receive an evaluation annually; and
  - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective

## Performance Level Ratings

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

- **Highly Effective: A *highly effective* educator consistently exceeds expectations.** This is an educator who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *highly effective* educator's students, teachers and staff, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education. The highly effective principal or superintendent consistently exceeds expectations. This is an individual who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the highly effective principal/superintendent's schools, on aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective: An *effective* educator consistently meets expectations.** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education. An effective principal/superintendent consistently meets expectations. This effective principal/superintendent has consistently met expectations, and students in this principal/superintendents' schools, on aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary: A educator who is rated as *improvement necessary* requires a change in performance before he/she meets expectations.** This is a teacher

who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education. This principal/superintendent has been determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. On aggregate, the students in the school of a principal/superintendent rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

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

### Overview of Components

Every certificated staff member is unique, and the classroom/school is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Certificated instructional employees will be evaluated on one major component at this time:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism. Principals and Assistant Principals will be evaluated in the domains of Teacher Effectiveness and Instruction. The Superintendent will be evaluated on the standards of Human Capital Management, Instructional Leadership, Personal Behavior, Building Relationships, Culture of Achievement and Organizational, Operational, and Resource Management.

Certificated, administrative employees will be evaluated on two major components at this time:

1. Professional Practice-Assessment of administrative knowledge, skills and application that influences student learning and growth, as measured by competencies set forth in the Indiana Principal Effectiveness Evaluation and the Indiana Superintendent Effectiveness Evaluation.
2. Strategic Goal Setting-Assessment of successful goal setting measures, including the use of data to plan and set goals, monitoring of goals and subsequent level of attainment or significant progress toward goal attainment.

### Evaluators

All evaluators of certificated employees must undergo training and be eligible to evaluate certificated staff. RISE training is provided by the Wabash Valley Education Center and by other trainers. Only RISE-certified evaluators may complete evaluations for certificated staff

using RISE. School board members should be trained in the Indiana Superintendent's Evaluation Model prior to evaluating the Superintendent.

A primary evaluator's role and primary responsibility is to track evaluation results and help the certificated employee set goals for development. The primary evaluator must perform at least one of the short observations and at least one of the extended observations during the year. Once the data is gathered, the primary evaluator will look at information collected by all evaluators throughout the year and determine the summative rating. He or she will meet with the employee to discuss this final rating in a summative conference.

A secondary evaluator may perform extended or short observations as well as work with teachers to set up Professional Development plans. The data collected through observations is shared with the primary evaluator responsible for assigning the summative rating.

### **Negative Impact**

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.

*\*Note: This current definition of Negative Impact is in conflict with recent legislation that requires the removal of standardized testing from evaluations. This must be rectified by the Indiana State Board of Education.*

## **Timeline**

### **August – November**

- Certificated staff member and evaluator meet for the Baseline Conference

### **August – December**

- Evaluator makes classroom observations and provides feedback

### **December – February**

- Educator and evaluator meet for the optional Mid-Year Conference at teacher's request or evaluator's discretion

### **January – May**

- Evaluator continues to make classroom observations and provide feedback

### **May – June (Or by when the Indiana Department of Education releases needed data)**

- Evaluator completes observations and scores Effectiveness Rubric
- Evaluator completes Summative Evaluation

### **Upon Collection of Data (Teachers may be called in during the summer)**

- Evaluator and evaluator meet for the Summative Conference
- Evaluator gives the educator a copy of the Summative Evaluation within 7 days of the End-of-Year Conference

## Evaluation Steps

**Step 1 – Baseline Conference** – the teacher meets with the primary evaluator (August to November). The purpose of the meeting is to

- review the evaluation process and
- highlight priority competencies and indicators from the Effectiveness Rubric

Certificated employees on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

**Step 2 – Classroom and Building Observations** – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences during instructional time.

The following table indicates minimum requirements for observations.

Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
<b>Extended Observation</b> for all returning, highly effective and effective certified staff members	40 minutes or more	1/year (minimum)	Optional	Yes	Within 5 days	Evaluator's discretion
<b>Extended Observation</b> for New to Teaching, New to District, Improvement Necessary, Ineffective, Position Change*	40 minutes or more	2/year (minimum)	Optional	Yes	Within 5 days	Evaluator's discretion
<b>Short Observation</b> for all teachers	15-20 minutes	2/year (minimum)	No	Optional	Within 3 days	No
<b>Short Observation</b> for New to Teaching, New to District, Improvement Necessary, Ineffective,	15-20 minutes	3/year (minimum)	No	Optional	Within 3 days	No

Position Change*						
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*\*Position Change involves a change in grade level greater than three grades, a change in school/grade configuration (going from 6<sup>th</sup> grade to 8<sup>th</sup> grade), or a change in content area.*

#### Optional Forms

Pre-Observation Form (Form 1)

Post-Observation Form (Forms 2 & 3)

If an educator is on an improvement plan, that plan will determine the number of observations and feedback.

### **Step 3 – Mid-Year Conference (by educator’s request or evaluator’s**

**discretion)** – This conference is to be held in December, January, or February where the primary evaluator and educator meet to discuss performance thus far.

This conference will be **mandatory** if an educator is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years.

#### Optional Forms

Mid-Year Professional Practice Check-In Form (Form 4)

### **Step 4 – Effectiveness Rubric: Scoring (Appendix C)**

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing educator practice from throughout the year. In addition to notes from observations and conferences, educators shall provide evidence of planning and leadership for the Teacher RISE. See Teacher Effectiveness Rubric Domains 1 and 3. Administrators are encouraged to provide evidence throughout the evaluation process and share them with the Primary Evaluator so that a comprehensive and objective evaluation can be completed.
2. **The primary evaluator uses professional judgment to establish three, final ratings.** After collecting information, the primary evaluator must use professional judgment to assess the teacher and assign a rating in each competency within the first three domains. The final, three domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

\*It is recommended that the evaluator not average competency scores to obtain the final domain score, but rather use professional judgment to decide which competencies are more important to teachers in different contexts and how teachers have evolved over the course of the year.

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

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

3. **The primary evaluator uses established weights to calculate one rating for domains 1-3 in the Teacher RISE.** 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 1: Planning (15%), Domain 2: Instruction (75%), and Domain 3: Leadership (10%). Effective instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes.
4. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standard*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If an educator has met standards in each of the four indicators, the score does not change. If the educator did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction.

*Scoring Requirement:* 1 is the lowest score a teacher can receive. If, after deducting a point from the educator's final Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if an educator 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.

## Step 5a: Summative Evaluation Scoring – Teacher Evaluation

### *Domains 1-3 Weighted Scores*

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

Use the following formula to calculate by hand:

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



Final Teacher Effectiveness Rubric Score, Domains 1-3: \_\_\_\_\_

Summative Evaluation Score

Evaluation  
Rubric  
100%

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

Component	Raw Score	Weight	Weighted Score
Effectiveness Rubric			

\*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

Ineffective		Improvement Necessary		Effective		Highly Effective	
1.0 Points	1.70 Points	2.50 Points	3.50 Points	4.0 Points			

Note: Borderline points always round up to nearest 10<sup>th</sup>.

### Step 5b: Summative Evaluation Scoring—Principal Evaluation

#### *Domains 1-2 Weighted Scores*

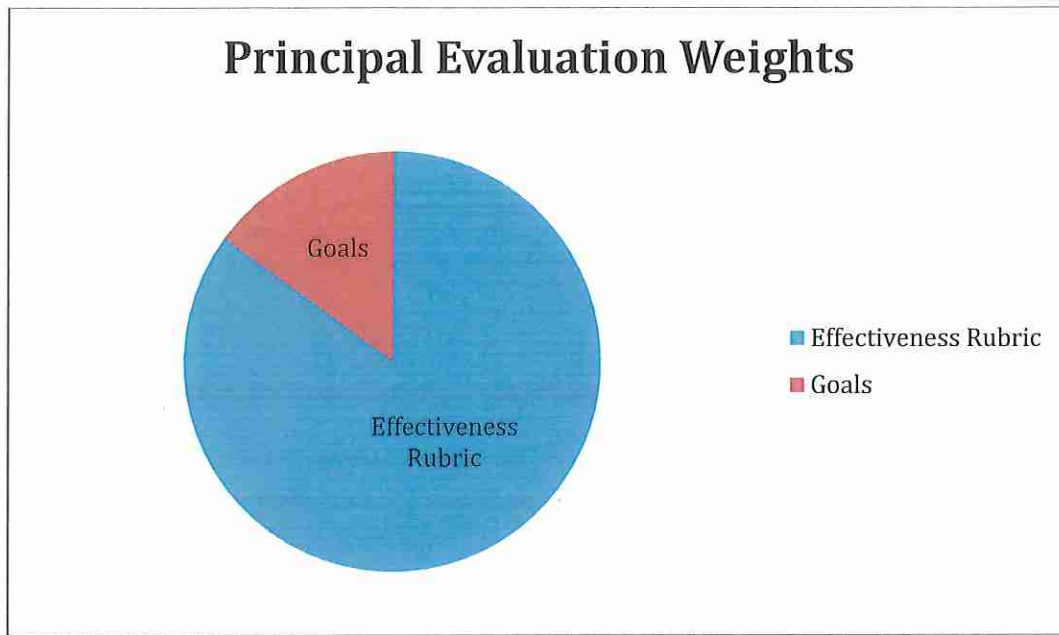
Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1 – Teacher Effectiveness		50 %	
Domain 2 – Leadership Actions		50 %	
Final Score for Domains 1-2			

Use the following formula to calculate by hand:

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

Final Principal Effectiveness Rubric Score, Domains 1-2: \_\_\_\_\_

## Summative Evaluation Score



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

Component	Raw Score	Weight	Weighted Score
Effectiveness Rubric		85%	
Goals		15%	
Final Summative			

\*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	1.70 Points	2.50 Points	3.50 Points
			4.0 Points

Note: Borderline points always round up to nearest 10<sup>th</sup>.

### **Step 5c: Summative Evaluation Scoring—Superintendent Evaluation**

#### ***Domains 1-2 Weighted Scores***

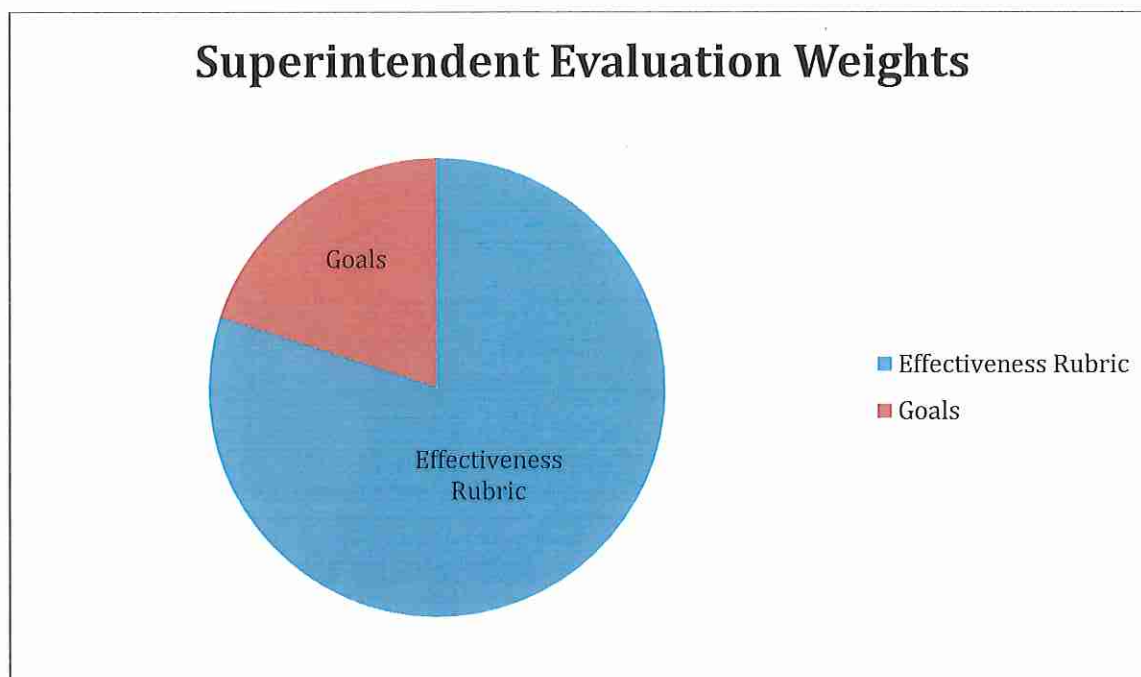
Domain	Rating (1-4)	Weight	Weighted Rating
Standard 1: Human Capital Management		16.66%	
Standard 2: Instructional Leadership		16.66%	
Standard 3: Personal Behavior		16.66%	
Standard 4: Building Relationships		16.66%	
Standard 5: Culture of Achievement		16.66%	
Standard 6: Organizational, Operational, and Resource Management		16.66%	
Final Score for Domains 1-2			

Use the following formula to calculate by hand:

5. Rating \* % Weight = Weighted Rating
6. Sum of Weighted Ratings = Final Score for Domains 1-6

Final Principal Effectiveness Rubric Score, Domains 1-6: \_\_\_\_\_

#### Summative Evaluation Score



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

Component	Raw Score	Weight	Weighted Score
Effectiveness Rubric		80%	
Goals		20%	
Final Summative			

\*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	1.70 Points	2.50 Points	3.50 Points
			4.0 Points

Note: Borderline points always round up to nearest 10<sup>th</sup>.

**Step 6: End-of-year summative evaluation conference** – The primary evaluator meets with the educator in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the educator within seven days of the end-of-year summative evaluation conference.

# **Appendix A – Notes from Senate Enrolled Act 1 (IC-20-28-11.5)**

## Appendix A – Notes from Senate Enrolled Act 1 (IC 20-28-11.5)

**Teacher Remediation Plan** – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 5) is an optional form that can be used.

**Appeal** – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

**Parent Notice** – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

**IDOE Reports** – Before August 1, 2013 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

**Compensation** – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher's employment contract is continued.

**Tenure Categories** – New Teacher Tenure Categories begin July 1, 2012

- A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.
- B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
- C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

**Contract Cancellation Grounds (IC 20-28-7.5-1)**

- A. Probationary Teacher
  - 1. One (1) *ineffective* rating
  - 2. Two (2) consecutive years of *improvement necessary*
  - 3. Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority
  - 4. Any reason considered relevant to the school's interest

B. Established/Professional Teacher

1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
2. Immorality
3. Insubordination
4. Incompetence
  - a. Two (2) consecutive years of *ineffective* ratings; or
  - b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
5. Neglect of duty
6. Certain felony convictions
7. Other good and just cause

# Appendix B – Forms



## Form 1

### Pre-Observation Form - Teacher

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

School: \_\_\_\_\_ Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date and Period of Scheduled Observation: \_\_\_\_\_

Dear Teacher:

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

1. What learning objectives or standards will you target during this class?
2. How will you know if students are mastering/have mastered the objective?
3. Is there anything you would like me to know about this class in particular?
4. Are there any skills or new practices you have been working on that I should look for?

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

## Form 2

### Post-Observation Form - Evaluator

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

School: \_\_\_\_\_

Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

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

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

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

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

Action Steps for Teacher Areas of Improvement:

*This section should be written by the teacher and evaluator during the post conference.*

## Form 3

### Post-Observation Form - Teacher

School: \_\_\_\_\_

Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Dear Teacher:

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

1. How do you think the lesson went? What went well and what didn't go well?
2. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? How do you know? If not, why do you think it did not go as planned?
3. If you were to teach this lesson again, what would you do differently?
4. Did the results of this lesson influence or change your planning for future lessons?

## Form 4

### Mid-Year Check-In Form

School: \_\_\_\_\_

Summative Evaluator: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Note: Mid-year check-in conferences are optional for any teacher without a professional practice plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Formal Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Number of Informal Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards-Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress	

<b>Mid-Year Rating (Circle One)</b>	<b>4 – Highly Effective    3 – Effective</b> <b>2 – Improvement Necessary    1 – Ineffective</b> <b>N/A</b>
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<b>Domain 2: Instruction</b>	<b>Mid-Year Assessment of Domain 2</b>
I.1 Develop Student Understanding and Mastery of Lesson Objectives I.2 Demonstrate and Clearly Communicate Content Knowledge to Students I.3 Engage Students in Academic Content I.4 Check for Understanding I.5 Modify Instruction as Needed I.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work I.7 Maximize Instructional Time I.8 Create Classroom Culture of Respect and Collaboration I.9 Set High Expectations for Academic Success	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Highly Effective    3 – Effective</b> <b>2 – Improvement Necessary    1 – Ineffective</b> <b>N/A</b>

<b>Domain 3: Planning</b>	<b>Mid-Year Assessment of Domain 3</b>
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	

<b>Mid-Year Rating (Circle One)</b>	<b>4 – Highly Effective    3 – Effective</b> <b>2 – Improvement Necessary    1 – Ineffective</b> <b>N/A</b>

<b>Domain 4: Professionalism</b>	<b>Mid-Year Assessment of Domain 4</b>
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
<b>Mid-Year Rating (Circle One)</b>	<b>Meets Standards</b> <b>Does Not Meet Standards</b>

## Form 5

### Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name			
School			
Grade Level(s)		Grade Level(s)	
Date Developed		Date Developed	
Primary Evaluator Approval	x	Primary Evaluator Approval	x

### Professional Growth Goal #1

<b>Overall Goal:</b> Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	<b>Action Steps and Data:</b> Include detailed steps and the data you will use to determine whether each benchmark is met	<b>Benchmarks and Data:</b> Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				<b>Evidence of Achievement:</b> How do you know that your goal has been met?
	Action Step 1	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___	
		Data:	Data:	Data:	Data:	
	Action Step 2	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___	
		Data:	Data:	Data:	Data:	

### Professional Growth Goal #2

<b>Overall Goal:</b> Using your most	<b>Action Steps and Data:</b>	<b>Benchmarks and Data:</b> Set benchmarks to check your progress throughout the year (minimum 3). Also include	<b>Evidence of Achievement:</b>
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recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Include detailed steps and the data you will use to determine whether each benchmark is met	data you will use to ensure your progress is adequate at each benchmark.				How do you know that your goal has been met?
	Action Step 1	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div>	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div>	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div>	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div>	
		Data:	Data:	Data:	Data:	
	Action Step 2	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div>	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div>	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div>	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div>	
		Data:	Data:	Data:	Data:	

### Professional Growth Goal #3

<b>Overall Goal:</b> Using your most recent evaluation, identify a professional growth goal below. Include how you will know	<b>Action Steps and Data:</b> Include detailed steps and the data you will use to determine whether each benchmark is met	<b>Benchmarks and Data:</b> Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.	<b>Evidence of Achievement:</b> How do you know that your goal has been met?
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that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Action Step 1	___/___/___	___/___/___	___/___/___	___/___/___
		Data:	Data:	Data:	Data:
	Action Step 2	___/___/___	___/___/___	___/___/___	___/___/___
		Data:	Data:	Data:	Data:

## **ENGAGE. EDUCATE. EMPOWER.**

Teacher Name: \_\_\_\_\_  
 Teaching Assignment: \_\_\_\_\_ School Year: \_\_\_\_\_

Measure	Rating/Raw Score (1-4)	Final Rating
Teacher Effectiveness Rubric		
Sum of Weighted Scores		

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points	1.70 points	2.5 points	3.5-4.0 points

\*Note: Borderline points always round to the nearest tenth point.

Final Rating Score: \_\_\_\_\_

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

**ENGAGE. EDUCATE. EMPOWER.**

Administrator Name: \_\_\_\_\_

Assignment: \_\_\_\_\_ School Year: \_\_\_\_\_

Use the appropriate weights to calculate the final rating:

Measure	Rating/Raw Score (1-4)	Weights	Weighted Rating
Principal Effectiveness Rubric		85%	
Principal Goals (see rubric)		15%	

<b>Sum of Weighted Scores</b>			
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\*To get the final weighted score, sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points	1.70 points	2.5 points	3.5-4.0 points

\*Note: Borderline points always round to the nearest tenth point.

Final Rating Score: \_\_\_\_\_

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

### **Goal Setting Rubric**

4 Highly Effective-Goals were met and/or surpassed; strategies were successful in fulfilling goal(s); strategies strongly tied to goal attainment; goal led to improved outcomes at high level

3 Effective-Goals may have been met; most strategies were successful in helping to fulfill goal; strategies were aligned with goal; goal led to improved outcomes

2 Needs Improvement-Goal may not have been met; some strategies were not successful in helping to fulfill the goal; strategies may not have been aligned with goal; goal may not have led to improved outcomes or if outcomes were realized, was not intentional

1 Ineffective-Goal was not met; none of the strategies listed helped to propel the goal toward attainment; Goal did not lead to improved outcomes in its planning, execution or results

## **ENGAGE. EDUCATE. EMPOWER.**

Superintendent Name: \_\_\_\_\_

Assignment: \_\_\_\_\_ School Year: \_\_\_\_\_

Use the appropriate weights to calculate the final rating:

Measure	Rating/Raw Score (1-4)	Weights	Weighted Rating
Superintendent Effectiveness Rubric		80%	
Superintendent Goals (see rubric)		20%	
<b>Sum of Weighted Scores</b>			

\*To get the final weighted score, sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points	1.70 points	2.5 points	3.5-4.0 points

\*Note: Borderline points always round to the nearest tenth point.

Final Rating Score: \_\_\_\_\_

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Board Signature

\_\_\_\_\_  
Date

### **Goal Setting Rubric**

4 Highly Effective-Goals were met and/or surpassed; strategies were successful in fulfilling goal(s); strategies strongly tied to goal attainment; goal led to improved outcomes at high level

3 Effective-Goals may have been met; most strategies were successful in helping to fulfill goal; strategies were aligned with goal; goal led to improved outcomes

2 Needs Improvement-Goal may not have been met; some strategies were not successful in helping to fulfill the goal; strategies may not have been aligned with goal; goal may not have led to improved outcomes or if outcomes were realized, was not intentional

1 Ineffective-Goal was not met; none of the strategies listed helped to propel the goal toward attainment; Goal did not lead to improved outcomes in its planning, execution or results