

NETTLE CREEK SCHOOL CORPORATION

Teacher Performance Evaluation Manual



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

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Introduction

The purpose of the teacher evaluation program in the Nettle Creek School Corporation is to create a climate to ensure quality instruction and enhance professional growth. The ultimate outcome of teacher evaluation will be improved student achievement and student growth.

Purpose of Evaluation

The principal, as the instructional leader in the school is responsible for providing feedback and support to staff members. Evaluation of staff members is constant. Staff members have different professional needs at different times in their careers. New staff members may require more support and many benefit from support and encouragement about research and new methodology. This support may come from administrators and/or colleagues and may take forms other than observational data. Finally, some staff members may require more intensive intervention. When intervention is necessary, staff members will have support as they work toward improvement.

Performance expectations of professional staff were developed with the understanding they will:

- Create a classroom environment that fosters a climate of urgency and high expectations around achievement, excellence, and respect.
- Use content area standards to develop a rigorous curriculum relevant for all students; building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.
- Facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.
- Use formal and informal assessment strategies to evaluate and ensure the continuous intellectual development of the learner.
- Develop and sustain energy and leadership within their school community to ensure the achievement of all students.
- Maintain the mandatory core professional areas of attendance; tardies, rules/ procedures/ policies; and respect/rapport

TEACHER CODE OF ETHICS

The following Code of Ethics sets forth standards of professional conduct for all teachers. This code applies to all persons licensed as teachers according to rules established by the Indiana Board of Teaching.

- A. A teacher shall provide professional educational services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

TEACHER POSITION DESCRIPTION

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

Responsible to: Principal and/or designee

Qualifications:

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

Responsibilities:

- Acquires knowledge of the mission and goals of the Nettle Creek School Corporation and individual building School Improvement Plan (SIP).
- Establishes developmentally appropriate instructional and behavioral expectations for students and for him/her and communicates those to students and their families.
- Creates lessons and learning environments that are safe, respectful, and interesting, and individualizes materials appropriate for diverse student populations and skills.
- Teaches students the required curricula using strategies that foster thinking, reasoning, and problem solving.
- Collaborates and communicates regularly with families in making educational decisions and uses family and community resources.
- Assesses student's developmental, academic, and behavioral needs and provides developmentally appropriate instruction to meet those needs.
- Regularly assesses student learning by using multiple forms of assessment.
- Facilitates positive interactions between students and teacher, student and peers, and student and other adults.
- Models learning and behavior consistent with the expectations for students.
- Evaluates own instructional effectiveness.
- Participates in ongoing and regular staff, team, and individual professional development.
- Collaborates with peers to develop, plan and implement best practices based on the needs/abilities of the students.
- Always keeps the student's needs and rights first and foremost in any educational decision-making.

Best Practice Synopsis

Best practice is an instructor's shift in beliefs and actions in the classroom.

Teacher Beliefs and Actions About....	In a Traditional Classroom	Into a Best Practice Classroom
Classroom activity	Teacher-Centered Didactic	Learner-Centered Interactive
Teacher Role	Fact Teller Always Expert	Collaborator Sometimes Learner
Student Role	Listener	Collaborator Sometimes Learner
Instructional Emphasis	Facts Memorization	Relationships among standards Inquiry and Invention
Concept of Knowledge	Accumulation of Facts	Transformation of facts
Demonstration of Success	Quantity	Quality of Understanding
Assessment	Norm-Reference Multiple Choice Items	Criterion- Referenced Portfolio and Performance

Evaluation Process Overview



Part A:	Ineffective	Improvement Necessary	Effective	Highly Effective
Pre-Evaluation	Pre-Evaluation Reflections (Conference as needed)	Pre-Evaluation Reflections (Conference as needed)	Pre-Evaluation Reflections (Conference as needed)	Pre-Evaluation Reflections (Conference as needed)
Formal Observation (Written Feedback)	A minimum of 2 A copy of the formal observation Notes will be given to the teacher. A post-observation conference may be requested by the evaluator or the teacher.	A minimum of 2 A copy of the formal observation Notes will be given to the teacher. A post-observation conference may be requested by the evaluator or the teacher.	A minimum of 2 A copy of the formal observation Notes will be given to the teacher. A post-observation conference may be requested by the evaluator or the teacher.	As requested by the teacher.
Informal Observation (May include but not limited to: Walk-Throughs, P-T Conferences, Supervisory Opportunities)	As needed to document attainment of Performance expectations in any domain.	As needed to document attainment of performance expectations in any domain.	As needed to document attainment of performance expectations in any domain.	As needed to document attainment of performance expectations in any domain.
Artifact Evidence	Upon request, artifacts are labeled and presented to document attainment of performance expectations.	Upon request, artifacts are labeled and presented to document attainment of performance expectations.	Upon request, artifacts are labeled and presented to document attainment of performance expectations.	Upon request, artifacts are labeled and presented to document attainment of performance expectations.
Performance Expectations Reflective Conference	To be held after each formal observation. A copy of the conference form and notes will be given to the teacher.	To be held after each formal observation. A copy of the conference form and notes will be given to the teacher.	A teacher may request a meeting after each formal observation.	A teacher may request a meeting after each formal observation.
Summary of Domain Levels Conference (Part A)	To be held prior to May 15. Teacher must receive summary document within 7 days following the conference ((C20-28-11.5)	To be held prior to May 15. Teacher must receive summary document within 7 days following the conference ((C20-28-11.5)	To be held prior to May 15. Teacher must receive summary document within 7 days following the conference ((C20-28-11.5)	To be held prior to May 15. Teacher must receive summary document within 7 days following the conference ((C20-28-11.5)
Summative Evaluation Part A + Part B	Mailed to teacher by July 31. A conference may be requested by the teacher.	Mailed to teacher by July 31. A conference may be requested by the teacher.	Mailed to teacher by July 31. A conference may be requested by the teacher.	Mailed to teacher by July 31. A conference may be requested by the teacher.

EVALUATION FORM FOR TEACHERS

Name _____

Evaluation Year _____

Grade Level/ Subject _____ School _____

Total Years Teaching Experience _____

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

PART A- PROFESSIONAL OBSERVATION (100 POINTS)

FIVE DOMAINS- 100 POINTS POSSIBLE

Classroom Culture

Purposeful Planning

Effective Instruction

Assessment

Professional Leadership

SIXTH DOMAIN- Core Professionalism

Attendance

Tardies

PART B- STUDENT ACHIEVEMENT DATA (50 POINTS)

Criteria based on teacher grade level and subject

PART A- PROFESSIONAL OBSERVATION

Scoring rubrics for each Question in each of the 5 Domains

(Evaluators will use the following rubrics to score each question.)

Highly Effective- performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. **Score=4**

Effective- performance typically exhibits multiple strengths that favorably impact students and the school climate. **Score=3**

Improvement Necessary- performance inconsistently exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. **Score=2**

Ineffective- performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified and an improvement plan will be developed. Direct and immediate intervention is required by administrator. **Score=1**

A space on the rubric left blank indicates that the teaching behavior was not observed during that visit. A behavior not observed on any particular observation should not be interpreted as negative unless a pattern of a missing best practice behavior over the course of multiple observations is observed in which case the principal will notify the teacher.

DOMAIN 1 CLASSROOM CULTURE

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

Scoring is a 4,3,2, or 1 for each question with 28 points possible.

- _____ 1. There is evidence that the teacher sets high expectations for all students; convincing students they will master the material and encouraging all learners to take pride in their achievement.
- _____ 2. The teacher recognizes the efforts of individual learners and consistently reinforces positive behavior and communicates progress toward academic mastery.
- _____ 3. There is evidence that the teacher purposefully creates a safe, well organized and visually stimulating space.
- _____ 4. The classroom celebrates academic work and creates an environment conducive to learning.
- _____ 5. The teacher treats learners fairly and deals with classroom behavior in a consistent manner, so that inappropriate, off-task or challenging behaviors are addressed immediately and appropriately and there is no impact on learning.
- _____ 6. The teacher creates an environment of mutual respect and positive rapport.
- _____ 7. Maximum instructional time is captured through well-executed routines, procedures and transitions, and efficient instructional pacing.

_____ **TOTAL SCORE OUT OF 28 POSSIBLE**

Sample Evidence Includes but is not limited to classroom rules, discipline logs, classroom observation, lesson plans, display of student work, classroom work samples

DOMAIN 2 PURPOSEFUL PLANNING

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

Scoring is a 4, 3, 2, or 1 for each question with 16 points possible.

- _____ 1. There is evidence that the teacher develops challenging and measurable annual student achievement goals based on course standards.
- _____ 2. There is evidence that the teacher has identified clear benchmarks to help monitor learning and inform interventions throughout the year.
- _____ 3. The teacher plans instruction based upon knowledge of subject matter, student interests and curriculum standards.
- _____ 4. There is evidence the teacher designs meaningful and relevant assignments that fully engage students and clearly connect activities and assessment to student understanding.

_____ **TOTAL SCORE OUT OF 16 POSSIBLE**

Sample Evidence: Includes but is not limited to unit plans, daily lesson plans, assessments, student learning goal sheets, assignment samples.

DOMAIN 3 EFFECTIVE INSTRUCTION

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

Scoring is a 4, 3, 2, or 1 for each question with 36 points possible.

- _____ 1. The teacher effectively develops student's understanding of the objective by communicating what students will know or be able to do by the end of the lesson as well as the importance of the objective.
- _____ 2. The teacher effectively refers back to the objective at key points during the lesson.
- _____ 3. The teacher articulates and communicates clearly, restating and rephrasing instruction in multiple ways, meeting the needs of all learners. The content delivered is factually correct, well-organized, and accessible and challenging to all students.
- _____ 4. The teacher responds to student's answers by probing for higher level understanding to develop critical thinking, problem solving and performance skills.
- _____ 5. There is evidence that the teacher differentiates delivery of instruction to meet diverse student needs, and/or learning styles.
- _____ 6. The teacher checks for understanding of content at key moments and modifies lessons accordingly.
- _____ 7. After analyzing data the teacher reteaches, modifies long-term plans, and modifies practice as appropriate.
- _____ 8. The teacher uses a variety of instructional strategies to actively engage students.
- _____ 9. The teacher integrates technology with instruction to maximize student learning and create student engagement in higher level thinking skills.

_____ **TOTAL SCORE OUT OF 36 POSSIBLE**

Sample Evidence: Includes but is not limited to clearly stated visible goals, teacher observation, lesson plans containing higher level questions and technology, data reports, student progress reports.

DOMAIN 4 ASSESSMENT

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

Scoring is a 4, 3, 2, or 1 for each question with 16 points possible.

- _____ 1. There is evidence the teacher uses information gained from assessments to improve teaching practice and student learning.
- _____ 2. There is evidence the teacher has taught students how to self-assess their own learning.
- _____ 3. There is evidence the teacher has taught students how to provide peer feedback to assess their own learning.
- _____ 4. The teacher routinely records and analyzes student progress, communicating results to parents and students.

_____ **TOTAL SCORE OUT OF 16 POSSIBLE**

Sample Evidence: Includes but is not limited to data reports, analysis of data reports, student self-assessment forms, rubrics; tests; checklists; anecdotal notes.

DOMAIN 5 PROFESSIONAL LEADERSHIP

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

Scoring is a 4, 3, 2, or 1 for each question with 24 points possible.

- _____ 1. The teacher demonstrates a high regard for others and collaborates with colleagues to make the school community successful.

- _____ 2. The teacher pursues opportunities to improve knowledge and practice, welcomes constructive feedback to improve practice, and actively participates in professional development.

- _____ 3. The teacher demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)

- _____ 4. The teacher interacts with parents and develops positive relationships with parents.

- _____ 5. The teacher attends parent and teacher conferences and meetings and responds to parents appropriately.

- _____ 6. The teacher is aware of relevant research and current educational innovations.

_____ **TOTAL SCORE OUT OF 24 POSSIBLE**

Sample Evidence: Includes but is not limited to teacher observation, professional development logs, conference and meeting attendance, research sharing.

DOMAIN 6 CORE PROFESSIONALISM

Each teacher must pass each of these mandatory core professional areas each year. If either of the two areas listed here are deemed unsatisfactory, the teacher will be notified of the improvements necessary.

Deficiency in either area will result in the deduction of three (3) points in Part A.

- _____ 1. **ATTENDANCE**
Individual has not demonstrated pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy)

- _____ 2. **ON TIME ARRIVAL**
Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy).

NETTLE CREEK SCHOOL CORPORATION EVALUATION PROTOCOL

(Please check one)

Pre_____ Announced_____ Unannounced_____ Post_____

Date_____ Observer_____

Class/Block_____

Start Time_____ End Time_____

Teacher Name_____

Best Practices

Classroom Activity	Teacher Centered Didactic	vs.	Learning-Centered, Interactive
Teacher Role	Fact Teller, Always Expert	vs.	Collaborator, Sometimes Learner
Student Role	Listener	vs.	Collaborator, Sometimes Learner
Instructional Emphasis	Facts, Memorization	vs.	Relationships among Standards, Inquiry and Invention
Concept of Knowledge	Accumulation of Facts	vs.	Transformation of Facts
Demonstration of Success	Quantity	vs.	Quality of Understanding
Assessment	Norm-Reference, Multiple Choice	vs.	Criterion-Referenced, Portfolio and Performance

DOMAIN 1: Classroom Culture

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

1. There is evidence that the teacher sets high expectations for all students; convincing students they will master the material and encouraging all learners to take pride in their achievement.
2. The teacher recognizes the efforts of individual learners and consistently reinforces positive behavior.
3. There is evidence that the teacher purposefully creates a safe, well organized and visually stimulating space that invites and celebrates serious academic work, maximizing student engagement through an environment conducive to learning.
4. The teacher establishes two-way communication with the learner that is inclusive, flexible, and inviting.
5. The teacher treats learners fairly and deals with classroom behavior in a consistent manner, so that inappropriate, off-task or challenging behaviors are addressed immediately and appropriately and there is no impact on learning.
6. The teacher creates an environment of mutual respect and positive rapport.
7. Classroom procedures and routines are evident so the schedule and transitions maximize instructional time and allow for effective record keeping.

Evidence:

DOMAIN 2: Purposeful Planning

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

1. There is evidence that the teacher develops challenging and measurable annual student achievement goals with clear benchmarks to help monitor learning and inform interventions throughout the year.
2. The teacher plans daily lessons by identifying lesson objectives that are aligned to state content standards; matching instructional strategies to the lesson objectives; and designing routine assessments that measure progress towards mastery.
3. The teacher plans daily lessons by: a) identifying lesson objectives that are aligned to state standards; b) matching instructional strategies to the lesson objectives; c) designing routine assessments that measure progress towards mastery.
4. There is evidence the teacher designs meaningful and relevant assignments that fully engage students and clearly connect activities and assessment to student understanding.
5. There is evidence the teacher plans instruction based upon knowledge of subject matter; students' interests, the community, and the curriculum goals in a culturally responsive manner.

Evidence

DOMAIN 3: Effective Instruction

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

1. The teacher effectively develops student's understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective, and referring back to the objective at key points during the lesson.
2. The teacher communicates a sense of purpose for classroom performance and student comprehension. The students are actively engaged throughout the lesson and can explain what they are doing and why.
3. Maximum instructional time is captured through well-executed routines, procedures and transitions, and efficient instructional pacing.
4. The teacher articulates and communicates clearly, restating and rephrasing instruction in multiple ways, meeting the needs of all learners. The content delivered is factually correct, well-organized, and accessible and challenging to all students.
5. The teacher responds to student's answers by probing for higher level understanding in an effective manner.
6. There is evidence that the teacher differentiates delivery of instruction based on assessment data to meet diverse student needs, and then considers learning styles to assess student progress.
7. The teacher checks for understanding of content at key moments and modifies lessons accordingly.
8. The teacher routinely records student progress data. Analyzes student progress toward mastery, and communicates progress to students.
9. After analyzing data the teacher re-teaches, modifies long-term plans, and modifies practice as appropriate.
10. The teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
11. The teacher extends knowledge of subject beyond content in their teaching specialty and sparks a curiosity for learning beyond the required course work.
12. The teacher integrates technology with instruction to maximize student learning and create student engagement in higher level thinking skills.

Evidence

DOMAIN 4: Assessment

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

1. There is evidence the teacher uses information gained from assessments to improve teaching practice and student learning.
2. There is evidence the teacher provides opportunities for students to assess themselves and others.
3. There is evidence the teacher teaches students to use peer and self-assessment feedback to assess their own learning.

Evidence

DOMAIN 5: Professional Leadership

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

1. The teacher contributes significant ideas, expertise and time.
2. The teacher demonstrates a high regard for others and collaborates with colleagues to make the school community successful.
3. The teacher pursues opportunities to improve knowledge and practice, welcomes constructive feedback to improve practice, and actively participates in professional development.
4. The teacher attempts to remedy obstacles in student achievement to facilitate student success. There is evidence of commitment, hard work, patience, tenacity, and alternative approaches to ensure student success.
5. The teacher interacts with parents and develops positive relationships with students and parents. The teacher attends conferences and meetings and responds to parents appropriately.
6. The teacher seeks out relevant research and current education innovations, implementing them when/where appropriate.

Evidence

DOMAIN 6: Mandatory Domain – Core Professionalism

Each teacher must pass each of the mandatory core professional areas each year. If any of the four areas listed here are deemed unsatisfactory, the teacher will be notified annually of the improvements necessary.

1. Individual has not demonstrated pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy).
2. Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy).
3. 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.).
4. Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

Evidence

NETTLE CREEK SCHOOL CORPORATION

HAGERSTOWN ELEMENTARY SCHOOL

Pre-Meeting Questions

Please submit this form to your building administrator by September 1.

Teacher _____

Evaluator _____

Date _____

DOCUMENTS

1. Do you have a copy of or access to our current School Improvement Plan?
2. Do you know Hagerstown Elementary School's Goals and Objectives?
3. Do you have access to student ISTEP, NWEA, and local benchmark data? How do you use it?
4. Do you have a copy of your content area standards and/or standards checklists? How might I see them in use in your classroom?
5. Do you have a copy of your grade level's math learning checks?
6. Do you have a copy of your grade level's nine weeks projects?
7. Do you have a copy of the approved Evaluation Form?

PLANNING AND INSTRUCTION

1. What is included in your lesson plans? Where will I find them when I come in to observe your classroom?
2. Outline your reading block. (Special teachers, how do you support literacy instruction?)
3. How do you adjust your lesson plans to reflect student achievement?
4. How are you using assessment to guide your instruction? What kind of assessment(s) are you using?
5. Do you use an instructional calendar/curriculum map and describe how you use it?

6. How do you facilitate Tier II instruction within the classroom?

CLASSROOM CULTURE

1. Do you have a classroom management plan? Describe it.
2. What is your understanding of the procedures for teachers for the handling of discipline? (Refer to faculty handbook.)

PROFESSIONAL DEVELOPMENT/LEADERSHIP

1. Share your involvement in professional development
POSSIBLE TOPICS:
 - a. Student Behavior – Classroom Management
 - b. Parent Involvement
 - c. Rigorous Curriculum
 - d. Math instruction
 - e. Special Education
 - f. Poverty
 - g. Other

EXAMPLES: Book Studies, Conferences/Trainings, Learning Connection, Professional Development videos/webinars, PD360, etc.

2. Discuss your involvement in leadership in school improvement.
3. List any committee involvement.
4. What is your opinion of the status of school improvement at Hagerstown Elementary School?
5. How do you reach out to parents?

NETTLE CREEK SCHOOL CORPORATION

HAGERSTOWN JUNIOR SENIOR HIGH SCHOOL

Pre-Meeting Questions

Please submit this form to your building administrator by September 1.

Teacher _____

Evaluator _____

Date _____

DOCUMENTS

1. Do you have the current School Improvement Plan?
2. Do you know Hagerstown Junior Senior High School's Goals and Objectives?
3. Do you have access to student ISTEP and or ECA data, and how do you use it?
4. Do you have a copy of your content area standards? How might I see them in use in your classroom?
5. Do you have a copy of the approved Evaluation Form?
6. Do you have a copy of the current Curriculum Guide?
7. Do you have a copy of your current Course Syllabus?

LESSON PLANS

1. What is included in your lesson plans? Where will I find them when I come in to observe your classroom?
2. Are your assignments available to students prior to the lesson?
3. Where will I find your lesson plan(s) when I come to your classroom?
4. How do you incorporate technology into your lesson planning?
5. How are you using assessment to guide or adjust your instruction? What kind of assessment(s) are you using?
6. How are your lesson plans tied to the standards?

CLASSROOM CULTURE

1. What classroom management procedures can I expect to see being practiced when visiting your classroom?

PROFESSIONAL DEVELOPMENT/LEADERSHIP

1. Share your involvement in professional development and continuing education.
 - a. Instructional strategies
 - b. Classroom management
 - c. Differentiated instruction
 - d. Instructional strategies that teach respect
 - e. Dealing with difficult students
 - f. Membership in a professional organization
 - g. PD360
 - h. Common Core PD360
2. Share at least one (1) professional development activity you believe you have improved in the last six months.
3. Share at least one (1) professional development activity from the list above that you will work to improve during this academic year
4. Share your involvement in leadership in school improvement.
5. How do you reach out to parents?

NETTLE CREEK SCHOOL CORPORATION

PROFESSIONAL SELF-REFLECTION GROWTH FORM (OPTIONAL)

This form provides an opportunity for a teacher to present evidence that may not have been reflected in other data/evidence gathering manners. This form will be completed by the teacher and attached to the summative evaluation form. **Please return this completed form to your building administrator by April 15.**

Teacher _____

1. **Classroom Culture** – I have created a classroom environment that fosters a climate of urgency and high expectations around achievement, excellence, and respect in the following ways:

2. **Purposeful Planning** – I have used 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 in the following ways:

3. **Effective Instruction** – I have facilitated student academic practice so that all students are participating and have the opportunity to gain mastery of the objects in the following ways:

4. **Assessment** – I have used formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner in the following ways:

5. **Professional Leadership** – I have developed and sustained the energy and leadership within the school community to ensure the achievement of all students in the following ways:

6. **Core Professionalism** – I have maintained professionalism in attendance; tardies; rules/procedures/policies; and respect/rapport in the following ways:

TEACHER REMEDIATION PROGRAM

A teacher who receives a Summative Evaluation rating of ineffective or improvement necessary for one Summative Evaluation shall be placed on a Remediation Program. The Teacher Remediation Program is intended to provide remediation of teaching domain areas for which a teacher has been deficient. The Superintendent or designee will notify the President of the NCCTA in writing, that a staff member has been placed in the Teacher Remediation Program. The teacher may be asked to identify a mentor-colleague to participate in the improvement planning. The teacher may elect to have NCCTA representation at any Teacher Remediation Program conferences.

The steps in the Teacher Remediation Program include:

- A. Planning Conference
- B. Plan Activities
- C. Teacher Self-Reflection Report
- D. Plan Evaluation Conference

The activities during these steps will include:

- A. The planning conference will include the evaluator and the teacher. It may include the Superintendent or designee and may include the NCCTA President or designee. The Remediation Program will be written in collaboration with the evaluator and the teacher. The Remediation Program will include:
 - 1. A list of the deficient teaching domains;
 - 2. A list of specific, reasonable performance expectations;
 - 3. A list of any professional development activities;
 - 4. A list of support provisions from the evaluator or others;
 - 5. A timeline for completion of the plan with a maximum of 90 school days.
- B. The teacher and evaluator will carry out the activities outlined in the plan. The evaluator is responsible to have documented contact with the teacher throughout the 90 school days to dialogue and provide feedback.
- C. The teacher will complete the Teacher Self Reflection report. The report will include a review of the improvement activities and how they have influenced the teacher's professional practice.
- D. At the end of the 90 school days timeline identified in the plan, the evaluator will conduct a Remediation Program Evaluation conference. The evaluator will submit a summative narrative detailing the assistance period and recommendations. Should the evaluator determine said deficiencies have not been corrected, the staff member may be subject to termination.

TEACHER REMEDIATION PROGRAM

Name _____ Date _____

School _____ Grade Level/Subject Area _____

Directions: The permanent teacher shall complete a form for each domain identified for improvement in collaboration with the building principal.

Domain identified for improvement:

___ Classroom Culture

___ Purposeful Planning

___ Effective Instruction

___ Assessment

___ Professional Leadership

___ Core Professionalism

Goal to address domain identified for improvement:

Strategies to be used for attainment of goal: (The activities that you will be doing.)

Resources/special support to be used: e.g. people, time, material, staff development, etc.)

Indicators of Goal Attainment: (How will you know you have attained this goal? What evidence will support progress?)

Proposed timeline for implementation of program:

My signature indicates this plan was developed in a collaborative process with my building principal.

Building Principal

Date

Teacher

Date

TEACHER SELF-REFLECTION NARRATIVE

Based on the

TEACHER REMEDIATION PROGRAM

Please complete separate narrative for each deficiency cited.

Deficiency Addressed:

Review of Activities:

Evidence of how activities have influenced and will continue to influence professional practice:

TEACHER REMEDIATION PROGRAM
EVALUATION REPORT

To be completed by Evaluator:

Teacher's Name _____

Evaluator's Name _____

This form will be completed for each deficiency outlined in the Teacher Remediation Program.

A. List dates of meetings, conferences and/or observations held in regards to this program.

B. Narrative summary of progress made.

C. Recommendations

Evaluator

Date

DEFINITIONS

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

Core Professionalism – Each teacher must satisfactorily pass each of these mandatory core professional areas each year: Attendance, Tardies, Rules/Procedures/Policies and Respect/Rapport.

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

Evaluation Comments – These statements were written by the evaluator as part of the summative evaluation conference form. These comments should reflect the proficiency level of the teacher in regards to each teaching domain found on the form. The teacher may be found to be proficient with distinction, proficient, have an emerging proficiency, or may need improvement for any one of the expectations within the five domains. Comments should also reflect material from the Professional Self-Reflection Growth Form submitted by the teacher.

- *Highly Effective* – Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate.
- *Effective* – Performance typically exhibits multiple strengths that favorably impact students and the school climate.
- *Improvement Necessary* – Performance inconsistently exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified.
- *Ineffective* – Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified and an improvement plan will be developed. Direct and immediate intervention is required by the administrator.

Evidence of Student Growth (Gr. 4 – 8 will be using the Growth Model)

PL 221 – Public Law 221 (P.L. 221) is Indiana’s comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999 (prior to the Federal No Child Left Behind Act of 2001), the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L. 221 places Indiana schools (both public and accredited non-public) into one of five categories based upon student performance and improvement data from the state’s ISTEP= and End-of-Course Assessments.

- A (Exemplary Progress)
- B (Commendable Progress)
- C (Academic Progress)
- D (Academic Watch-Priority)
- F (Academic Probation-High Priority)

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

Professional Self-Reflection Growth Form – Allows the teacher to do a self-reflection of their professional experiences since the last evaluation. This form is to be completed by the teacher and given to the evaluator at the date requested before the written summative evaluation is completed.

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

Student Achievement/Assessment Data – Teachers, collaboration with administrators/evaluators, will determine appropriate and relevant data that will provide evidence of student achievement and growth. The data will be collected and presented at the time of the final evaluation. Student Achievement Data will account for 50% of the total evaluation rating.

Teacher Remediation Plan – A plan developed by the evaluator for immediate and time-sensitive changes to improved identified deficiency(ies) in the teaching domain.

PART B-STUDENT ACHIEVEMENT DATA

SCORING FOR NETTLE CREEK SCHOOL COPORATION TEACHERS K-12

Teachers, in collaboration with administrators, will determine appropriate and relevant data that will provide evidence of student achievement and growth. If a student is in the class for less than 60 days, that student does not count in the scoring.

Sample Student Achievement Criteria: 50 points

In subjects/grades tested by the state, the state-wide standardized tests must be included in the teacher assessment. In some teacher scenarios, state standardized testing evaluation will be used in part or not at all.

Scoring: A total of up to 50 points will be awarded as determined by the achievement of students in the classroom, based on objective data such as ISTEP, Student Learning Objectives, End of Course Assessments (ECA), and/or Locally Identified Assessments (LIA) as indicated on the chart following this introduction page.

STUDENT ACHIEVEMENT CRITERIA

	Standardized Test (cut score)	Student Growth	Individual Growth Model Data	Other Achievement Data	LIA Data
K-3 Teachers	K-2 % students at end of year grade level RIT 49% 3 rd - % students passing E/LA + math 33%	% students showing projected growth; average of each M, LU, & R K,1,2 - 51% 3 - 33%		3 rd - % of students passing IREAD 34%	
4-6 Teachers	% students passing all ISTEP tested areas 33%	% students showing projected growth; average of each M, LU, & R 33%	Individual growth model data 34%		
6th Grade Social Studies	(1/6)= % students meeting expected RIT growth (5/6)= average % of students meeting 80% on Unit Assessment 33%	(1/6)= % student showing RIT growth on LU (5/6)= Average % students showing growth on Pre/post unit tests 34%		Average % students meeting 80% on Projects/performances 33%	
Special Area		Combined average % of growth from all pre/post unit assessments 50%		Projects & performances 50%	
Inclusion Teachers (spec ed & gen ed)	k-2 % students in class at end of year grade level RIT 33% 3-6 % of students in class passing ISTEP subject area 33%	% of students in class showing projected growth in MAP subject area K,1,2 - 51% 3, 4, 5, 6 - 33%	4-6 Individual growth model data for all students in class 34%	3 rd - % of all students in class passing IREAD 34%	
Special Education elementary	Speech- % students meeting IEP goals 33% LD- (K-2); % students at end of year RIT 49% LD- (3-6); % students passing E/LA, Math, Science or Social Studies 33% Or (ISTAR) 50%	LD- % students showing projected growth in IEP instructed area K,1, 2 - 51% 3,4,5,6 - 33% Mild/moderate- % of goals met 50% Speech- % students showing projected growth in LU 33%	Speech, LD, OHI-(4-6) TOR and/or TOS Individual Growth Model Data 34%		
TAG	% students (4-6) receiving a pass plus on E/LA ISTEP 33%	% students showing growth in Reading and language usage 33%	Individual Growth model Data 34%		
Reading Recovery	% students at end of year grade level RIT in reading 20%	% students showing growth in Reading 40%		% students passing IREAD K, 1, 2, or 3 40%	
Grade 7 & 8 math, English, social studies	ISTEP + DATA 55%				LIA DATA 45%
English 10 and Algebra I	ECA DATA 55%				LIA DATA 45%
Science, Social Studies, Business, Technology, Music, PE, Fine Arts, Practical Arts, Media Specialist, Math and English not tested via ECA					LIA DATA 100%
Special Education Junior Senior High School (New Castle Employees)	TBD	TBD	TBD	TBD	TBD

K, 1, 2, and 3 Teachers:

All tied to student test scores in combined Math and LA sections of identified standardized tests. Additional local assessments (LIA) may be used.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
IREAD (3)	3 rd _____% students passing IREAD	34% (A)
Grade level RIT (K-3)	K-3 _____% showing projected growth; average of each M, LU, & R	K, 1, 2 - 51% 3 - 33% (B)
Grade Level RIT (K-2) E/LA + Math ISTEP (3)	K-2 _____% students at end of year grade level RIT 3 rd _____% students passing E/LA + Math ISTEP	K,1,2 - 49% 3 - 33% (C)

Calculation for Part B score:

$$(0.34)(_\%A) + (0.33)(_\%B) + (0.33)(_\%C) \times 50 = \underline{\hspace{2cm}}$$

Grades 4, 5, and 6 Teachers:

Use the IDOE's Growth model for each teacher and convert their grade or number to a percentage, which becomes the actual points for part B. For these teachers, the ISTEP GROWTH SCORE must be the Primary data piece used in part B.

When converting the State DOE 1-4 Growth Score to AA scoring scale, a 4 converts to a 100%, a 3 converts to 80%, a 2 converts to 60% and a 1 converts to a 40% of total points for this assessment type.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
Individual Growth Model Data	<p>_____ % Individual Growth model Data Score</p> <p><i>When converting the State IDOE 1-4 Growth Score to AA scoring scale, a 4 converts to a 100%, a 3 converts to 80%, a 2 converts to 60% and a 1 converts to a 40% of total points for this assessment type.</i></p>	34% (A)
ISTEP (All tested Areas)	_____ % students passing all ISTEP tested areas	33% (B)
Student Growth	_____ % students reaching projected growth score; average of each M, LU, & R	33% (C)

Calculation for Part B score:

$$(0.34)(\text{___}\%A) + (0.33)(\text{___}\%B) + (0.33)(\text{___}\%C) \times (50) = \text{___}$$

6th Grade Social Studies Teacher:

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
Combined RIT and Unit Assessments	(1/6) X _____ % students meeting projected RIT growth (5/6) X _____ average % of students meeting 70% on unit assessment	33% (A)
RIT Growth on LU Pre and post assessments	(1/6) X _____ % students meeting projected RIT growth on LU (5/6) X _____ average % students showing growth on pre/post unit tests	34% (B)
Projects/ performances	_____ % students meeting 70% on projects/ performances	33% (C)

$$(0.34)(_\%A) + (0.33)(_\%B) + (0.33)(_\%C) \times (50) = ______$$

Special Areas:

All will develop LIAs for Each grade level he/she teach that reflect the state student learning objectives outlined by IDOE. Each teacher will then be graded on how well all of his/ her students did on the LIA based on the scoring goal guidelines below.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
Student Growth from pre and post Unit Assessments	Scoring clarification to be determined....	50% (A)
Projects and performances		50% (A)

Calculation for Part B score:

$$(0.50)(\text{_____}\%A) + (0.50)(\text{_____}\%B) \times 50 = \text{_____}$$

Elementary Inclusion Teachers:

All tied to student test scores in combined Math and LA sections of identified standardized tests. Additional local assessments (LIA) may be used.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
IREAD (3) Growth Model Data (4-6)	3 rd ____% students passing IREAD 4-6 ____% of individual growth model data score	34% (A)
Grade level RIT (K-2) ISTEP (3-6)	K-2 ____ % students in class at end of year grade level RIT 3-6 ____ % of students in class passing ISTEP subject area	K-2 49% 3-6 33% (B)
RIT Growth	____% students in class showing projected growth in subject area	K-2 51% 3-6 33% (C)

Calculation for Part B score:

$$(0.34)(_\%A) + (0.33)(_\%B) + (0.33)(_\%C) \times 50 = \underline{\hspace{2cm}}$$

Reading Recovery:

Rating will reflect how well all students grades 3-5 in the school score on the language arts (LA) section of the ISTEP and/ or other accepted assessment tool.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
IREAD	% of students passing IREAD K, 1, 2, or 3	34%
Individual Growth Model Data	% of students showing growth in Reading	33%
RIT	% of students at end of year grade level RIT in reading	33%

Calculation for Part B score:

$$(0.34)(_\%A) + (0.33)(_\%B) + (0.33)(_\%C) \times 50 = ______$$

Grades 7 and 8 Language Arts, Mathematics, and 7th Grade Social Studies Teachers:

This score must be tied to how well students score on the state-wide ISTEP test and/ or the End of Course Assessment (LIA).

When converting the State DOE 1-4 Growth Score to AA scoring scale, a 4 converts to a 100%, a 3 converts to 80%, a 2 converts to 60% and a 1 converts to a 40% of total points for this assessment type.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
ISTEP+ Growth Data	<p>_____ % Individual Growth model Data Score</p> <p><i>When converting the State IDOE 1-4 Growth Score to AA scoring scale, a 4 converts to a 100%, a 3 converts to 80%, a 2 converts to 60% and a 1 converts to a 40% of total points for this assessment type.</i></p>	55%
LIA Data	% of students scoring 70% or better on the approved course LIA	45%

$$(0.55)(\text{_____ \%A}) + (0.45)(\text{_____ \%B}) \times (50) = \text{_____}$$

English 10 and Algebra I Teachers:

For teachers who teach a combination of courses, with all or some of these courses being ECAs, the teacher score will be calculated from a combination of the percentage of the number of ECA courses they instruct versus the percentage of LIA's they develop from non-statewide testing course.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED														
ECA Data	<table border="1"> <thead> <tr> <th>ECA course and percent of data usage</th> <th>Other courses and percent of LIA usage</th> </tr> </thead> <tbody> <tr> <td>1 course= 8%</td> <td>92%</td> </tr> <tr> <td>2 courses= 16%</td> <td>84%</td> </tr> <tr> <td>3 courses= 24%</td> <td>76%</td> </tr> <tr> <td>4 courses= 32 %</td> <td>68%</td> </tr> <tr> <td>5 courses= 40%</td> <td>60%</td> </tr> <tr> <td>6+ courses= 48%</td> <td>52%</td> </tr> </tbody> </table>	ECA course and percent of data usage	Other courses and percent of LIA usage	1 course= 8%	92%	2 courses= 16%	84%	3 courses= 24%	76%	4 courses= 32 %	68%	5 courses= 40%	60%	6+ courses= 48%	52%	55%
	ECA course and percent of data usage	Other courses and percent of LIA usage														
	1 course= 8%	92%														
	2 courses= 16%	84%														
	3 courses= 24%	76%														
	4 courses= 32 %	68%														
	5 courses= 40%	60%														
6+ courses= 48%	52%															
LIA	% of students scoring 70% or better on the approved course LIA	45%														

$$(.55)(\text{_____}\%A) + (.45)(\text{_____}\%B) \times 50 = \text{_____}$$

Science, Social Studies, Business, Technology, Music, PE, Fine Arts, Practical Arts, Media Specialist, Math and English not tested via ECA:

All will develop Locally Identified Assessments (LIAs) for each subject level he/ she teaches that will reflect the state student learning objectives outlined by the IDOE or from an accepted LIA assessment tool developed externally or internally. Each teacher will then be graded on how well his/her students did on these LIAs.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
LIA	% of students scoring 70% or better on the approved course LIA	100%

_____ % X 50 points = _____

Special Education Teachers:

Any teacher who is designated “Teacher of Record” or “Teacher of Service” for students with disabilities, except MO and Severe students will be graded on the guidelines described below. Teachers of MO and Severe students will be graded on attainment %. The scores of any special education student, who does not accept services, will not impact the teacher’s overall score.

Speech: Based on the LSI students receiving direct services from speech-language teacher.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
IEP Goals	% of students meeting IEP goals	33%
NWEA- MAP language usage	% of students showing projected RIT growth in language usage	33%
Individual Growth Model Data	(Put in growth model data description here)	34%

(K-2)

Learning Disabled: Based on the K-2 SLD/OHI students the individual teacher is the TOR and/or TOS for.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
NWEA-MAP	% of K-2 students at the end of year RIT for identified IEP subject area	49%
NWEA- MAP language usage	% of K-2 students showing projected RIT growth in IEP subject area	51%

Special Education Teachers (continued):

(3-6)

Learning Disabled: Based on the (4-6) SLD/OHI students the individual teacher is the TOR and/or TOS for.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
ISTEP	% of 4-6 students passing E/LA Math, Science, or Social Studies	33%
NWEA- MAP language usage	% of 4-6 students showing projected RIT growth in IEP instructed area	33%
Individual growth model	Insert description	34%

Mild/ Moderate: Based upon MD, MOD students receiving direct services from TOR and/or TOS.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
A.T.	S.G.G.	%
ISTAR	% of students "PASSING"	50%
IEP Goals	% of students meeting IEP Goals	50%

Jr. Sr. High School: Scoring goals guidelines will be determined as needed in future new hires in the special education department.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
TBD	TBD	%
TBD	TBD	%

ADD-ON SCORING:

Possible Add on Scoring	Criteria	Points added/ subtracted
Overall School Grade	Grade of A= 3 points B= 2 points C = 0 points D= (-2) points F= (-3) points	

SUMMARY AND RATING

Based on multiple observations and classroom visits, in addition to examination of student achievement data, the evaluator/s can make the following conclusions based on evaluation criteria:

Criteria		Points Possible	Percent of Total
Classroom Culture		28	
Purposeful Planning		16	
Effective Instruction		36	
Assessment		16	
Professional Leadership		24	
Mandatory Core Professionalism		0 or -3 points	
Professional Observation	Part A	120 points	75%
Student Achievement	Part B	30 points	25%

Overall Rating Scale:

Professional Observation and Student Achievement Data combined

Part A + Part B	Optional Scoring + or - points	Rating
135-150 points		Highly Effective
105-134		Effective
90-104		Improvement Necessary
Below 90		Ineffective

*** Details for scoring achievement data, including Optional Scoring, to add or subtract points to total score, are described in Part B- Student Achievement? Growth Data Section of the Nettle Creek School Corporation Teacher Performance Evaluation Manual.*

LIA (Locally Indicated Assessments) Protocol

All course/subjects grades K-12 will construct end of course year OR end of course semester final LIAs that will reflect growth and achievement (learning) for the time period indicated. All scoring of LIAs WILL be used as a part of a teacher's and administrator's summative data evaluation as mandated by Indiana statute. The following are suggested protocols for developing, implementing and scoring these LIAs:

- **All LIAs will be teacher developed through one or more methods.** Originally created, shelf, or commercial type; professional association developed; borrowed from other like teachers or districts; or criterion referenced tests that are available through testing companies. Ultimately, the superintendent or his/her designee will give final approval for a given LIA or for common LIAs used throughout the district.
- **All LIAs will be developed with the oversight of building principals.** Where there is one course at a given school, the principal has final approval of the LIA used. Where multiple teachers or schools are involved, the LIAs will be commonly developed, commonly scored and commonly assessed. For example, if there are three teachers that teach geometry, then each teacher will give the exact same common LIA. In cases where this course is offered as an honors course or remedial course, a separate LIA is permissible. Similarly as in the above example, differing LIAs are permissible for remedial or honors level courses or subjects. It is permissible for a district to work collaboratively with other schools to use the same or very similar LIAs.
- **All LIAs MUST reflect the majority of the standards delineated for a given subject.**
- **All LIAs MUST be rigorous, challenging, reflect learning for a given class or subject and be a test that a student could not pass without taking the class or subject.**
- **All LIAs MUST have integrity, be scored honestly, and have no chance of cheating between or among students.**
- **All LIAs MUST be administered in an appropriate and well-managed testing environment.** LIAs may be given under a teacher's supervision or teachers may swap classes to administer the LIA.
- **At teacher's choice and administrator approval, LIAs may be given at either semester or year-end timeframes depending on the philosophy and practical nuances of circumstances in a given course. All standards are to be assessed over the course of the course.** In cases where a teacher only teaches a particular class for 6 or 9 weeks, then that teacher will give his/her LIA at the end of the course even though it is less than one semester.
- **All LIAs MUST be maintained with the school after administering and only for "read only" after scores are announced.** Under no circumstances are these LIAs to be given to students or parents or allowed to be photographed, copied, or stolen. If an LIAs integrity is jeopardized, a new LIA MUST be developed to ensure continued integrity of the LIA so that complete confidence in the LIA can be maintained from year to year.
- **LIAs should be analyzed and revised annually but not from semester to semester in a given school year.** All changes to an LIA must be approved by the building administrator and/or other similar

administrator supervising the same LIA in his/her building prior to any changes being adopted temporarily or permanently

- **All LIAs MUST be completed and ready for implementation by the end of the first semester for the 2012-2013 school year.**
- **All LIAs MUST be scored on a 100 point/percent scoring scale.**
- **Depending on a given course/ subject, it is highly encouraged that the LIA include a wide range of assessments on a given LIA reflecting the course/ subject tested.** *Portfolios, writing samples, short answer type questions, multiple choice type questions, performance indicators, or other necessary assessments can and should be used in an LIA. Ultimately though, the final score for all LIAs must be on a 100 point/percent scoring scale.*
- **Timelines MUST be given for the development of all LIAs to keep professionals diligently working toward the common goal established by a given district.**
- **A teacher cannot refuse to develop an LIA mandated by his/her principal and district nor can he/she refuse to work collaboratively with fellow professionals in the developing of these LIAs.** *Failure to cooperate in these regards may lead to termination.*
- **It is the principal's responsibility, through oversight of the superintendent of his/her designee, to ensure that each LIA meets all district, building and administrator mandates for how an LIA is developed, scored and assessed.**
- **CONFIRMED cheating by an professional is grounds for immediate termination.** *No person must ever feel pressured to compromise his/her integrity or honesty in administering or scoring a given LIA.*
- **Other guidelines and protocols may be developed and added to this list.**