NETTLE CREEK SCHOOL CORPORATION

Teacher Performance Evaluation Manual
2021-2022 School Year

Revised:
July 2013
Aug. 2013
July 2014
July 2015
Aug. 2016
Aug. 2017
July 2018
Sept. 2019
July 2020
August 2021

Vision
To be the preeminent school in Indiana known for its exceptional teachers, empowered learners, and culture of unrivaled support.

Mission Statement
Nettle Creek Schools will develop successful, responsible, and confident individuals by delivering exemplary instruction and providing educational experiences utilizing innovative tools and techniques, all within a safe yet challenging environment.

Belief Statements
We believe that:
- Kids come first.
- Students and staff have a right to a safe and caring environment.
- We have an unwavering belief in every learner's potential.
- Transparent communication between administration, teachers, parents, and students is essential to success.
- Stewardship of our school, our community, and our world makes us valuable citizens.
- Extracurricular activities are a significant part of the total learning experience.
- The ability to persevere in difficult situations is fundamental to students' growth.
- Integrity is at the heart of every true success.

The purpose of this manual is to provide an overview of the evaluation process including rubrics, forms, procedures, and timelines. All teachers and school counselors 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 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 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 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 individualized 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 students 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

2021-22 Evaluation Process Overview

First 9 Weeks of 2021-22
- No formal/official observations will take place during the first nine weeks as administrators and teachers are working on the deconstruction of the NIET Teaching Standards Rubric.

Formal Observations:
- A minimum of 3 formal observations (one per nine weeks) will take place.
- A teacher will receive feedback from an administrator and two other members of the Instructional Leadership Team (Master Teacher, Mentor Teacher).
- All formal observations will be scheduled collaboratively with the teacher.
- A pre-observation conference will take place prior to the observation.
- A post-observation conference will take place within 5 (five) school days after the observation.
- Teachers will complete a self-reflection form prior to the post-observation conference.
- Teachers will present artifacts/student work/evidence to support indicators on the rubric or as requested by the observer.

Final Teacher Evaluation Rating:
- EEPASS (the observation platform from NIET) will calculate the final observation score for each teacher based on role and weight given to each domain.
- The final score will be a compilation of the three observation scores as well as Teacher Surveys based on role.
- Teacher Surveys are done for Master, Mentor, and Career Teachers.

Informal Observations:
- At any time during the school year, administrators, Master Teacher, and/or Mentor Teachers may conduct informal observations that may include (but not limited to) walk-throughs, Cluster follow-ups, and/or learning walks.
- Informal observations are not scored.
- Feedback will be provided as needed in order to document any performance expectations.

Weighted Observation Scales

Observer Weights

Observer	Career Teacher	Mentor Teacher	Master Teacher
	Weight	Weight	Weight
Administration	40	40	55
Master Teacher	30	30	0
Mentor Teacher	20	20	35
Self Evaluation	10	10	10

Observation Domain Weights

Domain	Career Teacher	Mentor Teacher	Master Teacher
	Weight	Weight	Weight
Planning	15	15	15
Environment	10	10	10
Instruction	70	55	35
Teacher Survey	5	20	40

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 (72%)

THREE DOMAINS- 72% of overall score
- **Instruction**
- **Designing and Planning Instruction**
- **The Learning Environment**

FOURTH DOMAIN- Core Professionalism
- **Teacher Surveys**

PART B- STUDENT ACHIEVEMENT DATA (28 %)
Criteria based on teacher grade level and subject

* School counselors will have a different rubric, summary and rating that is specific to their positions.

Nettle Creek Teaching Standards Rubric
Updated June 2021

Based on nationally normed, research-based standards, the *NIET Teaching Standards Rubric* clearly defines effective teaching and student-centered instruction. The rubric provides educators with a common language for observation, feedback, and support, and it fosters collaboration around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement.

NIET's *Teaching Standards Rubric*, currently used by eight states, brings a comprehensive focus on three key domains: **instruction, designing and planning instruction, and the learning environment.**

Instruction	Designing & Planning Instruction	The Learning Environment
1. Standards & Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure & Pacing 5. Activities & Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem Solving	1. Instructional Plans 2. Student Work 3. Assessment	1. Expectations 2. Engaging Students & Managing Behavior 3. Environment 4. Respectful Culture

Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Standards and Objectives (SO)	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students (MOT)	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting instructional Content (PIC)	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing (LS)	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

INSTRUCTION, *continued*

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Activities and Materials (ACT)	Activities and materials include all of the following: o support the lesson objectives; o are challenging; o sustain students' attention; o elicit a variety of thinking; o provide time for reflection; o are relevant to students' lives; o provide opportunities for student-to-student interaction; o evoke student curiosity and suspense; o provide students with choices; o incorporate multimedia and technology; and o incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.	Activities and materials include most of the following: o support the lesson objectives; o are challenging; o sustain students' attention; o elicit a variety of thinking; o provide time for reflection; o are relevant to students' lives; o provide opportunities for student-to-student interaction; o evoke student curiosity and suspense; o provide students with choices; o incorporate multimedia and technology; and o incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).	Activities and materials include few of the following: o support the lesson objectives; o are challenging; o sustain students' attention; o elicit a variety of thinking; o provide time for reflection; o are relevant to students' lives; o provide opportunities for student-to-student interaction; o evoke student curiosity and suspense; o provide students with choices; o incorporate multimedia and technology; and o incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.).
Questioning (QU)	• Teacher questions are varied and high-quality, providing a balanced mix of question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and nonvolunteers and a balance of students based on ability and gender. • Students generate questions that lead to further inquiry and self-directed learning.	• Teacher questions are varied and high-quality, providing for some, but not all, question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and nonvolunteers and a balance of students based on ability and gender.	• Teacher questions are inconsistent in quality and include few question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high-ability students.

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Academic Feedback (FEED)	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students (GRP)	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to accomplish the goals of the lesson most of the time. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge (TCK)	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • Teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • Teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students (TKS)	• Teacher practices display understanding of each student's anticipated learning abilities and challenges. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some students' anticipated learning abilities and challenges. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students' anticipated learning abilities and challenges. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

INSTRUCTION, *continued*

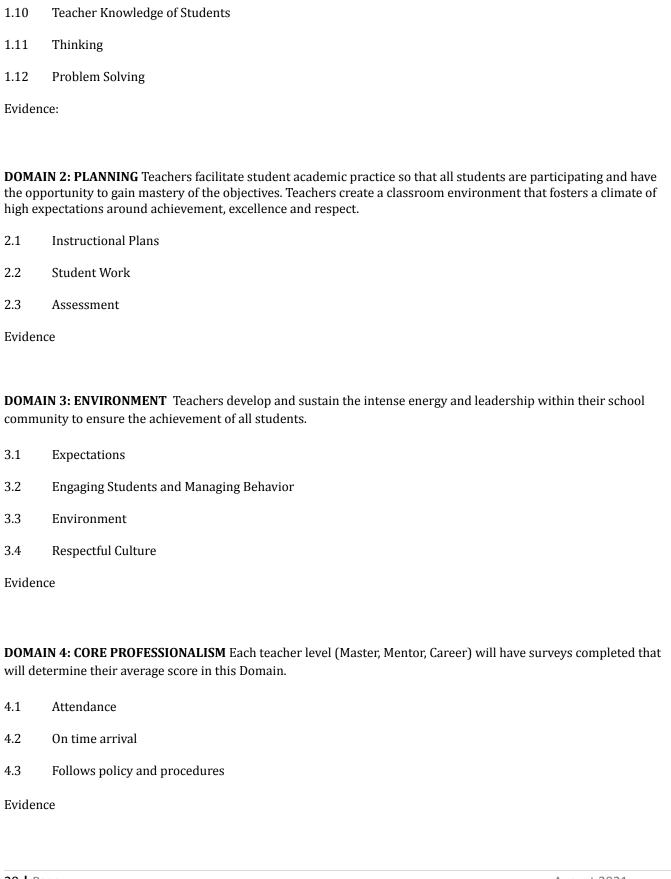|	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Thinking (TH)	• The teacher thoroughly teaches two or more types of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives; ○ analyze problems from multiple perspectives and viewpoints; and ○ monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	• The teacher thoroughly teaches one type of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives; and ○ analyze problems from multiple perspectives and viewpoints.	• The teacher implements no learning experiences that thoroughly teach any type of thinking. • The teacher rarely provides opportunities where students: ○ generate a variety of ideas and alternatives; or ○ analyze problems from multiple perspectives and viewpoints.
Problem-Solving (PS)	• The teacher implements activities that teach and reinforce three or more of the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing Conclusions/Justifying Solutions ○ Predicting Outcomes ○ Observing and Experimenting ○ Improving Solutions ○ Identifying Relevant/Irrelevant Information ○ Generating Ideas ○ Creating and Designing	• The teacher implements activities that teach two of the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing Conclusions/Justifying Solution ○ Predicting Outcomes ○ Observing and Experimenting ○ Improving Solutions ○ Identifying Relevant/Irrelevant Information ○ Generating Ideas ○ Creating and Designing	• The teacher implements no activities that teach the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing Conclusions/Justifying Solution ○ Predicting Outcomes ○ Observing and Experimenting ○ Improving Solutions ○ Identifying Relevant/Irrelevant Information ○ Generating Ideas ○ Creating and Designing

PLANNING

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory

Instructional Plans (IP)	Instructional plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	  o are aligned to state standards;
	  o are sequenced from basic to complex;
	  o build on prior student knowledge, are relevant to students' lives, and integrate other disciplines; and
	  o provide appropriate time for student work, student reflection, and lesson and unit closure;
	• evidence that the plan is appropriate for the age, knowledge, and interests of all learners; and
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards;
		• activities, materials, and assessments that:
		  o are aligned to state standards;
		  o are sequenced from basic to complex; and
		  o build on prior student knowledge; and
		  o provide appropriate time for student work, and lesson and unit closure;
		• evidence that the plan is appropriate for the age, knowledge, and interests of most learners; and
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• few goals aligned to state content standards;
			• activities, materials, and assessments that:
			  o are rarely aligned to state standards;
			  o are rarely logically sequenced;
			  o rarely build on prior student knowledge; and
			  o inconsistently provide time for student work, and lesson and unit closure;
			• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and
			• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work (SW)	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing; and • rarely connect what they are learning to prior learning or life experiences.
Assessment (AS)	Assessment plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); • require extended written tasks; • are portfolio-based with clear illustrations of student progress toward state content standards; and • include descriptions of how assessment results will be used to inform future instruction.	Assessment plans: • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); • require written tasks; and • include performance checks throughout the school year.	Assessment plans: • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); and • include performance checks, although the purpose of these checks is not clear.

ENVIRONMENT

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Expectations (ES)	• Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. • Students regularly learn from their mistakes and can describe their thinking on what they learned. • Teacher creates learning opportunities where all students consistently experience success. • Students lead opportunities that support learning. • Students take initiative to meet or exceed teacher expectations. • Teacher optimizes instructional time to ensure each student meets their learning goals.	• Teacher engages students in learning with clear and rigorous academic expectations with aligned materials and resources for students to access. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not rigorous for students. • Teacher does not create learning opportunities where students can experience success. • Student work is rarely completed to meet teacher expectations.
Engaging Students and Managing Behavior (ESMB)	• Students are consistently engaged in behaviors that optimize learning and increase time on task. • Teacher and students establish collective commitments for learning and behavior. • Teacher consistently uses and students reinforce several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. • Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • The teacher addresses individual students who have caused disruptions rather than the entire class. • The teacher quickly attends to disruptions with minimal interruption to learning.	• Students are mostly engaged in behaviors that optimize learning and increase time on task. • Teacher establishes rules for learning and behavior. • The teacher uses a variety of techniques (e.g., rewards, approval, contingent activities, consequences, etc.) to maintain student engagement and promote a positive classroom environment. • Teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • The teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are consistently engaged in behavior that interrupts learning or minimizes time on task. • Teacher establishes few rules for learning and behavior. • Teacher uses few techniques to maintain student engagement. • Teacher does not or inconsistently addresses behavior that interrupts learning. • Teacher over-addresses inconsequential behavior.
Environment (ENV)	The classroom: • welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. • is clearly organized and designed for and with students to promote learning for all. • has supplies, equipment and resources easily and readily accessible to provide equitable opportunities for all students. • displays current student work that promotes a positive and inclusive classroom environment. • is arranged to maximize individual and group learning and to reinforce a positive classroom culture.	The classroom: • welcomes all students and guests. • Is organized to promote learning for all students. • has supplies, equipment, and resources accessible to provide equitable opportunities for students. • displays current student work. • is arranged to promote individual and group learning.	The classroom: • is somewhat uninviting. • is not organized to promote student learning. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.

ENVIRONMENT

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Respectful Culture (RC)	• Teacher-student and student-student interactions consistently demonstrate caring and respect for one another and celebrate and acknowledge all students' background and culture. • Teacher fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. • Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. • Teacher is receptive to the interests and opinions of students.	• Teacher does not establish a safe and positive classroom culture for students. • Students do not exhibit respect for the teacher or each other. • Teacher and/or student interaction and communication is characterized by unhealthy conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

NETTLE CREEK SCHOOL CORPORATION EVALUATION PROTOCOL

(Please check one)
Pre_____   Announced_____   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: Instruction Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students; building meaningful units/long term plans of study, continuous assessments and systems for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress. Teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual development of the learner.

1.1   Standards and Objectives

1.2   Motivating Students

1.3   Presenting Instructional Content

1.4   Lesson Structure and Pacing

1.5   Activities and Materials

1.6   Questioning

1.7   Academic Feedback

1.8   Grouping Students

1.9   Teacher Content Knowledge

1.10   Teacher Knowledge of Students

1.11   Thinking

1.12   Problem Solving

Evidence:

DOMAIN 2: PLANNING Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. Teachers create a classroom environment that fosters a climate of high expectations around achievement, excellence and respect.

2.1   Instructional Plans

2.2   Student Work

2.3   Assessment

Evidence

DOMAIN 3: ENVIRONMENT Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.1   Expectations

3.2   Engaging Students and Managing Behavior

3.3   Environment

3.4   Respectful Culture

Evidence

DOMAIN 4: CORE PROFESSIONALISM Each teacher level (Master, Mentor, Career) will have surveys completed that will determine their average score in this Domain.

4.1   Attendance

4.2   On time arrival

4.3   Follows policy and procedures

Evidence

Teacher Responsibilities Survey

The TAP System requires a teacher career path component comprised of master teachers, mentor teachers and career teachers. This career path distributes school and instructional leadership and creates different job expectations and responsibilities for different types of teachers. Master teachers have responsibilities and job expectations in addition to those of career teachers. The same is true for mentor teachers, but on a lesser scale than master teachers. In addition, there are certain responsibilities for career teachers in schools implementing TAP. For this reason, responsibilities performance standards were established for master, mentor and career teachers to document areas and levels of effectiveness and provide benchmarks of performance.

To evaluate these responsibilities, the following process is suggested:

Master teacher

The administrator and the teachers in the master teacher's cluster group (career and mentor teachers) fill out the master teacher responsibilities survey at the end of the school year. Some questions on the master teacher survey are answered only by the administrator and mentor teachers. The results are averaged to produce a final responsibilities score.

Mentor teacher

The administrator, master teacher(s) and career teachers who work with the mentor teacher complete a responsibilities survey at the end of the school year. Some questions on the mentor teacher survey are answered only by the administrator and master teachers. The results are averaged to produce a final responsibilities score.

Career teacher

The mentor and master teacher(s) complete the responsibilities survey at the end of the school year for each career teacher whom they support. The results are averaged to produce a final responsibilities score.

The responsibilities surveys for master, mentor and career teachers are provided on the following pages.

Teacher Responsibilities Survey: MASTER TEACHER

Note: Career teachers are to respond to Items 1–13. Mentor teachers and administrators who are completing this survey should respond to Items 1–22.

	PERFORMANCE STANDARD *	Significantly Above Expectations (5) (Exemplary)	At Expectations (3) (Proficient)	Significantly Below Expectations (1) (Unsatisfactory)
STAFF DEVELOPMENT	1. The master teacher leads the design and delivery of research-based professional development activities for his or her cluster group.	Regularly	Sometimes	Rarely
	2. The master teacher consistently presents new learning in cluster that is supported with field-tested evidence of increased student achievement.	Regularly	Sometimes	Rarely
	3. The master teacher models new learning in cluster meetings and in classrooms throughout the year, demonstrating how to effectively implement the skills developed in cluster meetings.	Regularly	Sometimes	Rarely
	4. The master teacher is a resource, providing access to materials and research-based instructional methods to his or her cluster group members.	Regularly	Sometimes	Rarely
	5. The master teacher works closely with cluster team members to plan instruction and assessments during cluster development time.	Regularly	Sometimes	Rarely
	6. The master teacher guides and reviews the cluster members' growth plans.	Regularly	Sometimes	Rarely
INSTRUCTIONAL SUPERVISION	7. The master teacher provides specific evidence, feedback and suggestions during coaching, identifying areas of reinforcement and refinement.	Regularly	Sometimes	Rarely
	8. The master teacher advances the career and mentor teachers' knowledge of state and district content standards and the TAP Rubrics.	Regularly	Sometimes	Rarely
MENTORING	9. The master teacher observes and guides the mentor teachers' professional relationships and responsibilities to career teachers.	Regularly	Sometimes	Rarely
	10. The master teacher guides, supports and monitors the growth plans of career and mentor teachers.	Regularly	Sometimes	Rarely
	11. The master teacher identifies resources for career and mentor teachers that enhance instructional planning, assessment design and classroom management.	Regularly	Sometimes	Rarely
	12. The master teacher provides ongoing follow-up and support (e.g. demonstration lessons, team teaching, observations with feedback) to career and mentor teachers.	Regularly	Sometimes	Rarely
COMMUNITY INVOLVEMENT	13. The master teacher actively supports school activities and events.	Regularly	Sometimes	Rarely

* Performance scores are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

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Teacher Responsibilities Survey: MASTER TEACHER

Note: Items 14–22 are to be completed by mentor teachers and administrators only.

PERFORMANCE STANDARD *		Significantly Above Expectations (5) (Exemplary)	At Expectations (3) (Proficient)	Significantly Below Expectations (1) (Unsatisfactory)
SCHOOL RESPONSIBILITIES	14. The master teacher works with other leadership team members in developing appropriate school and cluster plans to target student academic and teacher instructional needs.	Regularly	Sometimes	Rarely
	15. The master teacher leads and supports the analysis of school and student achievement data to identify strengths and weaknesses and make suggestions for improvement.	Regularly	Sometimes	Rarely
	16. The master teacher communicates and reflects the visions and decisions of the TAP Leadership Team.	Regularly	Sometimes	Rarely
	17. The master teacher assists the administrators in including new teachers into the TAP school environment and processess.	Regularly	Sometimes	Rarely
GROWING & DEVELOPING PROFESSIONALLY	18. The master teacher develops and works on his/her Individual Growth Plan (IGP), which includes new learning bsaed on school goals, self-assessment and feedback from observations.	Regularly	Sometimes	Rarely
	19. The master teacher includes activities on his/her IGP to enhance content knowledge or pedagogical skills in order to increase his/her proficiency.	Regularly	Sometimes	Rarely
REFLECTING ON TEACHING	20. The master teacher thoughtfully assesses the effectiveness of his/her instruction, as evidenced in cluster by the new learning modeled and the student work presented from his/her field tests.	Regularly	Sometimes	Rarely
	21. The master teacher considers the varied strengths and weaknesses and personal/cultural differences of adult learners through communications and actions that promote effective teaching with all cluster members.	Regularly	Sometimes	Rarely
	22. The master teacher plans, offers and implements specific alternative actions to improve teaching.	Regularly	Sometimes	Rarely

Comments (optional, and not part of the score):

_____

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* Performance scores are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

Teacher Responsibilities Survey: MENTOR TEACHER

Note: Career teachers are to respond only to Items 1–11. Master teachers and administrators who are completing this survey should respond to Items 1–21.

	PERFORMANCE STANDARD *	Significantly Above Expectations (5) (Exemplary)	At Expectations (3) (Proficient)	Significantly Below Expectations (1) (Unsatisfactory)
STAFF DEVELOPMENT	1. The mentor teacher assists the design and delivery of professional development activities for his/her cluster group as needed.	Regularly	Sometimes	Rarely
	2. The mentor teacher provides follow-up (e.g. observations, team-teaching and/or demonstration lessons) that supports/models how to use the ideas and activities learned in cluster.	Regularly	Sometimes	Rarely
	3. The mentor teacher is a resource, providing access to materials and research-based instructional methods to his/her cluster group and/or mentee.	Regularly	Sometimes	Rarely
	4. The mentor teacher works closely with cluster team members to plan instruction and assessments during cluster development time.	Regularly	Sometimes	Rarely
INSTRUCTIONAL SUPERVISION	5. The mentor teacher advances the career teachers' knowledge of state and district content standards and the TAP Rubrics.	Regularly	Sometimes	Rarely
	6. The mentor teacher's feedback during coaching specifically defines areas of reinforcement and refinement.	Regularly	Sometimes	Rarely
MENTORING	7. The mentor teacher provides opportunities/support for the career teacher/mentee through team planning and team teaching.	Regularly	Sometimes	Rarely
	8. The mentor teacher serves as a resource for curriculum, assessment, instructional and classroom management strategies and resources.	Regularly	Sometimes	Rarely
	9. The mentor teacher guides and coaches career teachers/mentees in the development of their growth plans.	Regularly	Sometimes	Rarely
	10. The mentor teacher observes and coaches mentees and/or career teachers to improve their instruction and align it with the TAP Rubrics.	Regularly	Sometimes	Rarely
COMMUNITY INVOLVEMENT	11. The mentor teacher actively supports school activities and events.	Regularly	Sometimes	Rarely

*Performance scores are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

Teacher Responsibilities Survey: MENTOR TEACHER

Note: Items 12–21 cannot be answered by career teachers. They are to be completed only by master teachers and administrators who work with the mentor teacher.

	PERFORMANCE STANDARD *	Significantly Above Expectations (5) (Exemplary)	At Expectations (3) (Proficient)	Significantly Below Expectations (1) (Unsatisfactory)
SCHOOL RESPONSIBILITIES	12. The mentor teacher participates and supports the analysis of school achievement data to isolate school strengths and weaknesses in order to make suggestions for improvement.	Regularly	Sometimes	Rarely
	13. The mentor teacher accepts leadership responsibilities and/ or assists peers in contributing to a safe and orderly school environment.	Regularly	Sometimes	Rarely
	14. The mentor teacher participates in the setting of school and cluster goals.	Regularly	Sometimes	Rarely
	15. The mentor teacher communicates and reflects the visions and decisions of the TAP Leadership Team.	Regularly	Sometimes	Rarely
	16. The mentor teacher supports the master teacher during development time in cluster meetings by providing individual support to career teachers.	Regularly	Sometimes	Rarely
GROWING & DEVELOPING PROFESSIONALLY	17. The mentor teacher develops a yearly plan/growth plan for new learning based on analyses of school improvement plans and goals, self-assessment and input from master teacher and principal observations.	Regularly	Sometimes	Rarely
	18. The mentor teacher selects targeted content knowledge and pedagogical skills to enhance and improve his/her knowledge.	Regularly	Sometimes	Rarely
REFLECTING ON TEACHING	19. The mentor teacher makes thoughtful and accurate assessments of his/her lessons' effectiveness and the extent to which they achieved their goals.	Regularly	Sometimes	Rarely
	20. The mentor teacher considers the strengths and weaknesses, as well as personal and cultural differences, of adult learners as evidenced in his/ her communications and actions that promote effective teaching with all cluster members.	Regularly	Sometimes	Rarely
	21. The mentor teacher provides specific actions to improve his/her teaching.	Regularly	Sometimes	Rarely

Comments (optional, and not part of the score):

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* Performance scores are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

Teacher Responsibilities Survey: CAREER TEACHER

	PERFORMANCE STANDARD *	Significantly Above Expectations (5) (Exemplary)	At Expectations (3) (Proficient)	Significantly Below Expectations (1) (Unsatisfactory)
GROWING & DEVELOPING PROFESSIONALLY	1. The career teacher is prompt, in attending, prepared for and participates in cluster meetings, bringing student artifacts (student work) when requested.	Regularly	Sometimes	Rarely
	2. The career teacher appropriately attempts to implement new learning in the classroom following presentations in cluster.	Regularly	Sometimes	Rarely
	3. The career teacher develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment and input from the master/mentor teacher and principal observations.	Regularly	Sometimes	Rarely
	4. The career teacher selects specific activities, content knowledge or pedagogical skills to enhance and improve his/her proficiency.	Regularly	Sometimes	Rarely
REFLECTING ON TEACHING	5. The career teacher makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Regularly	Sometimes	Rarely
	6. The career teacher offers specific actions to improve his/her teaching.	Regularly	Sometimes	Rarely
	7. The career teacher accepts responsibilities contributing to school improvement.	Regularly	Sometimes	Rarely
	8. The career teacher utilizes student achievement data to address the strengths and weaknesses of students and guide instructional decisions.	Regularly	Sometimes	Rarely

Comments (optional, and not part of the score):

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* Performance scores are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

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. **Instruction** – I have used Indiana content area standards to develop a rigorous curriculum relevant for all students; building meaningful units/long term plans of study, continuous assessments and systems for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress. I have used formal and informal assessment strategies to evaluate and ensure the continuous intellectual development of the learner in the following ways:

2. **Planning** – I have facilitated student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. I have created a classroom environment that fosters a climate of high expectations around achievement, excellence and respect in the following ways:

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

4. **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 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 a 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 scho0ols (both public and accredited non-public) into one of five categories based upon student performance and improvement data from the state's ILEARN= 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 25% 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 CORPORATION 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 fewer than 60 days, that student does not count in the scoring.**

Sample Student Achievement Criteria: 28% of overall score

Scoring: A total of up to (5) points will be awarded as determined by the achievement of students in the classroom, based on 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-12 Teachers (including General Ed, Related Arts, ACE, Interventionist)					100%
Special Education			% of students meeting IEP goals K-12 100%		

Grades K through 12 Teachers:

(including General Ed, Related Arts, ACE, Interventionist)

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.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
Locally Identified Assessment (LIA)	___ % of students scoring 70% or better on the approved course LIA	100%

Calculation for Part B score:

If the goal is not met:	2 points
If 70%-79.9% of students meet the goal:	3 points
If 80%-89.9% of students meet the goal:	4 points
If 90% (or more) of students meet the goal:	5 points

K-12 (points) x .28 = _____

Special Education Teachers:

Any teacher who is designated "Teacher of Record" or "Teacher of Service" for students with disabilities. For general education classes where the Special Education Teacher co-teaches or pushes-in, the teacher will select a math OR ELA class for their Part B scoring, which will be based on the Locally Identified Assessments (LIAs) designed for the chosen class.

(K-12)

Based on the K-12 special education students the individual teacher is the TOR and/or TOS for.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
Locally Identified Assessment (LIA)	___ % of students scoring 70% or better on the approved course LIA	100%

Calculation for Part B score:

Fewer than 70% of students meet the goal: 2 points

If 70% of students meet the goal: 3 points

If 80% of students meet the goal: 4 points

If 90% (or more) of students meet the goal: 5 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
Professional Observation	**Part A**	**5**	**72%**
Instruction		5	
Planning			
Environment			
Professionalism			
Student Achievement	**Part B** (LIA's 100%)	**5**	**28%**

Overall Rating Scale:
Professional Observation and Student Achievement Data combined

Part A + Part B+ Add-on Scoring	Total Evaluation Score	Rating
4-5		**Highly Effective**
2.26-3.99		**Effective**
1.60-2.25		**Improvement Necessary**
1.0-1.59		**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 Nettle Creek School Corporation Teacher Performance Evaluation Manual. Scores will not be rounded either up or down.

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 statue. 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 time frames 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 a 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 2021-2022 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 a 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 a 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 or his/her designee, to ensure that each LIA meets all district, building and administrator mandates for how a LIA is developed, scored and assessed.**

€ **CONFIRMED cheating by a 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.**

EVALUATION FORM FOR <u>SCHOOL COUNSELORS</u>

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 (80 POINTS)
FOUR DOMAINS- 80 POINTS POSSIBLE
Academic Achievement

Student Assistance Services

Career Development

Professional Leadership

FIFTH DOMAIN- Core Professionalism
Attendance

Tardies

Policy & Procedures

SCHOOL COUNSELORS
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
Professional Observation	**Part A**	**80 points**	**100%**
Academic Achievement		**24 points**	
Student Assistance Services		**16 points**	
Career Development		**16 points**	
Professional Leadership		**24 points**	
Mandatory Core Professionalism			

Overall Rating Scale:

Professional Observation and Student Achievement Data combined

Part A + Part B	Total Evaluation Score	Rating
71-80		**Highly Effective**
60-70		**Effective**
50-59		**Improvement Necessary**
50 or below		**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 Nettle Creek School Corporation Teacher Performance

SCHOOL COUNSELORS RUBRIC

Domain 1: Academic Achievement

1.1 The School Counselor Utilizes Data To Monitor Student Achievement And Works Collaboratively With Stakeholders To Enhance Student Success.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. *(1.1.HE)*	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. *(1.1.E)*	The school counselor monitors student achievement but does not utilize the data to enhance student success. *(1.1.IN)*	The school counselor does not monitor academic achievement. *(1.1.I)*

1.2 The School Counselor Demonstrates Knowledge Of Current Trends In Student Development And Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work. *(1.2.HE)*	The school counselor regularly engages in professional development. *(1.2.E)*	The school counselor sporadically engages in professional development. *(1.2.IN)*	The school counselor does not engage in professional development. *(1.2.I)*

1.3 The School Counselor Supports All Students In Making Decisions, Setting Goals And Taking Appropriate Action To Achieve Goals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans. *(1.3.HE)*	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans. *(1.3.E)*	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans. *(1.3.IN)*	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans. *(1.3.I)*

1.4 The School Counselor Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

Highly Effective	Effective	Improvement Necessary	Ineffective

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors. (2.1.HE)	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors. (2.1.E)	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors. (2.1.IN)	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors. (2.1.I)

2.2 The School Counselor Facilitates All Students' Understanding Of Safety And Survival Skills And Implements Prevention Programming To Support Students' Healthy Physical, Social, Emotional, And Academic Development Including Stakeholder Collaboration.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders. (2.2.HE)	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students. (2.2.E)	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students. (2.2.IN)	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students. (2.2.I)

2.3 The School Counselor Provides Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, And Referrals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.HE)	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.E)	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.IN)	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. (2.3.I)

2.4 The School Counselor Provides Services To All Students, Fostering A Clear Understanding Of Diversity, Ethnicity, And Culture.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture. (2.4.HE)	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.E)	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. (2.4.IN)	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.I)

Domain 3: Career Development

3.1 The School Counselor Facilitates A Comprehensive Career Program That Is Age Appropriate And Aligned With Local, State, And National Standards.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. *(3.1.HE)*	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. *(3.1.E)*	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. *(3.1.IN)*	The school counselor does not facilitate age-appropriate career development. *(3.1.I)*

3.2 The School Counselor Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills. *(3.2.HE)*	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized. *(3.2.E)*	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized. *(3.2.IN)*	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used. *(3.2.I)*

3.3 The School Counselor Supports All Students In The Application Of Strategies To Achieve Future Success And Satisfaction.

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. *(3.3.HE)*	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. *(3.3.E)*	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information. *(3.3.IN)*	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information. *(3.3.I)*

3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.HE)	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.E)	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.IN)	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.I)

Domain 4: Professional Leadership
4.1 The School Counselor Establishes Professional Goals And Pursues Opportunities To Grow Professionally.

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks. (4.1.HE)	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. (4.1.E)	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community. (4.1.IN)	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community. (4.1.I)

4.2 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders. (4.2.HE)	The school counselor provides consistent and effective leadership in the school counseling program and the school. (4.2.E)	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (4.2.IN)	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. (4.2.I)

4.3 The School Counselor Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

Highly Effective	Effective	Improvement Necessary	Ineffective

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students. *(4.3.HE)*	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. *(4.3.E)*	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. *(4.3.IN)*	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. *(4.3.I)*

4.4 The School Counselor Adheres To Ethical Standards Of The Counseling Profession, Respects Student Confidentiality, And Follows The Laws, Policies, And Procedures, Which Govern School Programs.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. *(4.4.HE)*	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. *(4.4.E)*	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable. *(4.4.IN)*	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school. *(4.4.I)*

4.5 The School Counselor Plans, Organizes And Delivers An Effective Comprehensive School Counseling Program (Within The Resources Of The School And Corporation).

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program. *(4.5.HE)*	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data. *(4.5.E)*	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program. *(4.5.IN)*	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness. *(4.5.I)*

4.6 The School Counselor Provides Systems Support By Effectively Managing The School Counseling Program, As Well As Supporting Other Educational Programs And Student Services.

Highly Effective	Effective	Improvement Necessary	Ineffective

The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies. *(4.6.HE)*

The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies. *(4.6.E)*

The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs. *(4.6.IN)*

The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships. *(4.6.I)*

Evaluation Plans

Certified Employee	Evaluation Plan/Rubric
Teachers	TAP/NIET Observation Rubric
Counselors	Professional School Counselor Effectiveness Rubric
Administrators	NIET Principals Standards Rubric
Superintendent	ISBA Superintendent Rubric