



2017-2018

**MSDWT
TEACHER
EVALUATION**

**MSD of Washington Township
Proposed 2017-2018
Administrative Guidelines for Teacher Performance Evaluations**

Vision Statement for MSDWT Teacher Evaluation

A master educator in every classroom.

Mission Statement for MSDWT Teacher Evaluation

Collaboratively develop and implement a clearly communicated evaluation process that continuously improves instruction and student learning.

Belief Statements

- ✓ We believe the primary purpose of evaluation is to facilitate growth among students, teachers, and evaluators.
- ✓ We believe that the school environment should be conducive to learning.
- ✓ We believe in meaningful, effective, & sustainable professional development.
- ✓ We believe teachers deserve an evaluation system that builds on trust & collaboration.
- ✓ We believe students deserve educators who are dedicated to professional growth & student improvement.
- ✓ We believe our responsibility is to promote positive and transparent dialogue to promote growth.

General Provisions

All teachers shall be evaluated at least annually in the performance of their assigned duties.

1. All teachers will be assigned one administrator to be the primary evaluator.
2. The teacher's performance evaluation may include information provided by any administrator. The source of information shall be disclosed to the teacher.

Representation

A teacher may be afforded Association representation if they so choose during the evaluative process.

Right to a Reflection

Anytime during the evaluation process a teacher has the right to submit a written reflection statement to be attached to any written evaluation document.

Modifications

Modifications to these guidelines will be discussed with teacher representation per IC:20-29-6-7. At minimum, two discussions per year will take place with teacher representation for the sole purpose of evaluating teacher evaluation guidelines and procedures. Additional discussions will take place as necessary and at the request of either teacher representation or administration.

Teacher Performance Expectations

The following are domains with standards of performance that serve as the base for the evaluation process and will be continually in force and in effect for all teachers. A performance level will be indicated for each domain.

Teacher Performance Expectations			Ineffective	Improvement Necessary	Effective	Highly Effective
Domain 1 Preparation for Learning	Purposeful Planning	1.1 Plans for a student program of instruction in accordance with adopted curriculum	1	2	3	4
		1.2 Demonstrates an understanding of how students develop and learn in the planning for student learning	1	2	3	4
		1.3 Uses a variety of planning resources	1	2	3	4
		1.4 Plans and prepares for the needs of all students	1	2	3	4
Domain 1 Total Possible Points = 16			Subtotal for Domain divided by 4 =			
Domain 2 Effective Instruction	Climate	2.1. Develops and maintains a positive classroom climate	1	2	3	4
		2.2 Communicates high expectations for all students	1	2	3	4
	Instruction	2.3 Demonstrates a mastery of subject/content and standards	1	2	3	4
		2.4 Uses instructional strategies and resources to teach for understanding	1	2	3	4
		2.5 Differentiates instruction to meet the needs of all students	1	2	3	4
		2.6 Engages all students in learning	1	2	3	4
		2.7 Helps students practice and deepen new knowledge through direct and explicit instruction, cooperative learning, inquiry methods, and independent practice	1	2	3	4
	Assessment	2.8 Assesses student learning and uses assessment data to adjust instructional practices for student success	1	2	3	4
Domain 2 Total Possible Points = 32			Subtotal for Domain divided by 8 =			
Domain 3 Professional Practice	Participation in Learning Communities	3.1 Works with colleagues in a respectful, collegial manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities	1	2	3	4
		3.2 Communicates effectively to establish and maintain two-way lines of communication with students and parents	1	2	3	4
		3.3 Reflects on practice, data and student work to improve future instruction	1	2	3	4
		3.4 Uses different forms of professional development to improve instruction	1	2	3	4
Domain 3 Total Possible Points = 16			Subtotal for Domain divided by 4 =			
Student Achievement & Growth			Ineffective	Improvement Necessary	Effective	Highly Effective
Student Achievement and Growth	Provides evidence of student achievement/growth through multiple measures (see attached Multiple Student Learning Measures Rubric)	Primary Measure(s)	1	2	3	4
		Secondary Measure(s)	1	2	3	4
			Subtotal for Student Achievement & Growth = Total of Primary + Secondary			

Teacher Rating Calculation

Most Teachers

Domain I Subtotal =	÷ 4	x .25		
Domain II Subtotal =	÷ 8	x .55		
Domain III Subtotal	÷ 4	x .20		
Domain Total		1.0	x .80	
Primary Student Measure =	÷ 1		x .12	
Secondary Student Measure =	÷ 1		x .08	
			Total	

Single Measure Teacher

Domain I Subtotal =	÷ 4	x .25		
Domain II Subtotal =	÷ 8	x .55		
Domain III Subtotal	÷ 4	x .20		
Domain Total		1.0	x .84	
Primary Student Measure =	÷ 1		x .16	
			Total	

< 120 Day or Nonqualifying Evaluation

Domain I Subtotal =	÷ 4	x .25		
Domain II Subtotal =	÷ 8	x .55		
Domain III Subtotal	÷ 4	x .20		
Domain Total		1.0	x 1.0	
Primary Student Measure =	÷ 1		x .00	
Secondary Student Measure =	÷ 1		x .00	
			Total	

HIGHLY EFFECTIVE	= 3.50 – 4.00
EFFECTIVE	= 2.50 – 3.49
IMPROVEMENT NECESSARY	= 1.75 – 2.49
INEFFECTIVE	= 1.00 – 1.74

Evaluative Evidence

Evaluative evidence provides documentation of a teacher's attainment of performance expectations. The types of evaluative evidence are as follows:

- **FORMAL OBSERVATION** - an extended observation, usually the length of a class period. When the formal observation is an announced observation, the teacher will be afforded the opportunity to complete a pre-observation form prior to the week of the observation (Appendix B). The announced formal observation will take place within a week's specified time period to view the instructional activities of the teacher. *See Evaluation Process Overview for Description of the Announced or Unannounced nature of observations.*
- **INFORMAL OBSERVATION** - a short unannounced visitation (duration usually 10-15 minutes) by the evaluator to observe the teacher in any of the domain areas.

In addition, **ARTIFACTS** can be presented and reviewed as needed to document attainment of performance expectations. Artifacts are materials that relate to or affect instruction (e.g. lesson plans, assessments, unit planning materials, study guides, homework assignments, student work, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, IB portfolios, and other materials of a similar nature).

Evidence, specific to areas of teaching such as counseling, art, music, physical education, instructional coaches, etc. may be developed and used to provide feedback on teachers' performance relative to the Performance Expectations.

Evaluation Process Overview

	1-2 Years of Employment	3-5 Years of Employment	6+ Years of Employment
Introductory Performance Expectations Conference	Group meeting to be held prior to the first formal observation.	Group meeting to be held prior to the first formal observation.	Group meeting to be held prior to the first formal observation.
Formal Observation	2 (minimum one each semester) The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.	1 (minimum one first semester) The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.	1 (minimum one each year) The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.
Informal Observation	Teachers will receive a minimum of two (2) Informal Observations and/or additional as needed to document attainment of performance expectations in any domain. A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher.	Teachers will receive a minimum of two (2) Informal Observations and/or additional as needed to document attainment of performance expectations in any domain. A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher.	Teachers will receive a minimum of two (2) Informal Observations and/or additional as needed to document attainment of performance expectations in any domain. A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher.
Artifact Evidence	Artifacts presented and reviewed as needed to document attainment of performance expectations.	Artifacts presented and reviewed as needed to document attainment of performance expectations.	Artifacts presented and reviewed as needed to document attainment of performance expectations.
Post-Observation Conference	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference.	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference.	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference.
Summative Evaluation Conference	To be held by May 15. Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5).	To be held by May 15 if teacher has been assigned a Plan of Assistance – otherwise by 5 calendar days prior to the final teacher contract day. Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5).	To be held by May 15 if teacher has been assigned a Plan of Assistance – otherwise by 5 calendar days prior to the final teacher contract day. Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5).

Post-Observation Conference

This conference is to be held after each formal or participatory observation to reflect upon all observed performance indicators. A copy of the observation with the evaluator's comments and observation notes will be given to the teacher within a reasonable time after the conference.

At the conference, the teacher and evaluator will:

1. Review all performance expectation(s).
2. Provide encouragement to the teacher to continue with practices that are performed at a high level.
3. Answer questions and clarify expectations of the evaluator.
4. Suggest pieces of evidence/artifacts the teacher could use to document attainment of performance expectations.

In addition to items 1-4 above, if the evaluator has determined that the teacher's performance in a domain is at the **Improvement Necessary** level, the teacher and evaluator will:

1. Review the specific performance expectation(s) not being met.
2. Specify what is needed to improve the level of performance shown on Appendix B.
3. Provide resources and guidance to the teacher in goal setting.

When the level of Ineffective or Improvement Necessary is selected for one or more Performance Indicator, a Plan of Assistance is not required. However, if the evaluator determines that there is a significant lack of proficiency in any domain area or specific teacher performance expectations rated as Improvement Necessary or Ineffective, then the administrator may:

1. Implement a Plan of Assistance at the conclusion of a scheduled Post-Observation Conference
2. Schedule a Mid-Year Conference for Ineffective, or Improvement Necessary performance to develop and implement a formal Plan of Assistance.

Plan of Assistance (Mid-Year Conference) for Ineffective or Improvement Necessary Performance

This conference is only to be held if at a Post-Observation Conference it is determined that there is a significant lack of proficiency in any domain area specific teacher performance expectation(s) rated as Improvement Necessary or Ineffective.

The purpose of this conference is to develop/implement a formal Plan of Assistance for the teacher. When developing/implementing the Plan of Assistance (Appendix D), the evaluator will:

1. Identify and review the specific performance expectations not being met.
2. Specify what is needed to improve the level of performance as shown on Appendix B.
3. Provide suggestions, resources, strategies, and support the teacher may use to improve performance.
4. Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement.
5. Provide ongoing observations and feedback to the teacher throughout the duration of the plan.

The Mid-Year Conference POA may be implemented during a Post-Observation Conference. Whenever a teacher is required to have a Mid-Year Plan of Assistance, the building principal will inform the Director of Human Resources who will, in turn, inform the Association President.

Summative Evaluation Conference & Summative Evaluation Documentation

A Summative Evaluation Conference between the primary evaluator and a teacher receiving an Effective or Highly Effective rating is **NOT REQUIRED**.

The primary evaluator or the teacher may request a Summative Evaluation Conference. If a conference is requested, the evaluator will:

1. Review all performance expectation(s).
2. Provide encouragement to the teacher to continue with practices that earned Effective and Highly Effective ratings. (Acknowledge some of the teacher's strengths or achievements that led to Effective and Highly Effective ratings.)
3. Answer questions and clarify the reason(s) for the overall performance level.

A Summative Evaluation Conference between the primary evaluator and the teacher **IS REQUIRED** if the teacher's overall rating is determined to be Improvement Necessary or Ineffective.

At the conference the evaluator will:

1. Review all performance expectation(s).
2. Provide encouragement to the teacher to continue with practices that earned Effective and Highly Effective ratings. (Acknowledge some of the teacher's strengths or achievements that led to Effective and Highly Effective ratings.)
3. Answer questions and clarify the reason(s) for the overall performance level.
4. Discuss with the teacher the evaluative recommendation for the next school year (i.e. *Renewal, Non-Renewal, or Plan of Assistance*).

In the event a teacher was placed on a Plan of Assistance initiated at a Mid-Year Conference, an additional Plan of Assistance may or may not result depending on expectations met at the time of the Summative Evaluation Conference.

A printed final Summative Evaluation will be provided to the teacher at the conclusion of the rating process (this may or may not be available at the time of a Summative Evaluation Conference. Due to the likely delay in receiving test scores from the IDOE or delays in testing windows, Summative Evaluation documents may not be available to teachers in printed form until the following school year. All information, including individual Performance Indicator scores, comments, and available Student Achievement and Growth measure scores will be accessible through Standard for Success. (See Appendix C).

Comments made by evaluators on the Summative Evaluation are only required if the teacher is rated in the Improvement Necessary or Ineffective categories.

Teacher Submission of Student Achievement Measures as Part of the Summative Evaluation

Prior to submitting Student and Achievement and Growth Measures, teachers must acknowledge that all protocols and expectations were followed with respect to assessment security and integrity and honesty in reporting student information. Should it be determined that expected protocols were not followed, the teacher shall receive a score of "0" for the appropriate Primary or Secondary Measure.

Plan of Assistance Timelines

First Teacher Day – October 15

The Plan of Assistance will be implemented following a Post-Observation Conference and be determined by results of the entire summative evaluation instrument (Appendix C) and be based on the teacher's performance during the previous school year.

October 15 – March 15

The Plan of Assistance will be implemented following a Post-Observation Conference and be determined by results of Domains I, II, and III of the summative instrument (Appendix C) and be based on the teacher's performance during the current school year.

March 15 – End of the School Year

The Plan of Assistance will be implemented following a Post-Observation Conference and be determined by results of Domains I, II, and III of the summative instrument (Appendix C) and be based on the teacher's performance during the current school year. A Plan of Assistance initiated after March 15 will remain in place until the entire summative evaluation instrument (Appendix C) is completed.

At the conclusion of the Plan of Assistance, the evaluator will make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be placed on an ongoing or additional Plan of Assistance.

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference (refer to conference form), the evaluator will:

If the status of the teacher is *Improvement Necessary* - make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

If the status of the teacher is *Ineffective* - make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Director of Human Resources who will, in turn, inform the Association President.

Second Evaluator

When a teacher has been placed on a Plan of Assistance for Ineffective performance level(s), at the option of the teacher or the administrator, a second evaluator shall be appointed by the Superintendent or designee. The second evaluator will be an administrator in the building of the teacher making the request/primary evaluator making the request (or if necessary, an administrator from another building that possesses appropriate expertise). Notice of this appointment shall be sent to the teacher and the Association president. The second evaluator shall review the Plan of Assistance and previous evaluations. In addition to the evaluator, the second evaluator shall monitor the teacher's progress on the plan and make a judgment on contract renewal. The second evaluator's judgment is moot if the evaluator concludes that the objectives of the plan have been met. The second evaluator and primary evaluator will discuss the teacher's progress and status with the final responsibility of determination of employment status resting with the building principal.

Negative Impact on Student Learning

IC 20-28-11.4-4 (c) (4) and (6) requires that the following provision be included in each school district's teacher evaluation plan: *A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.*

Negative Impact on Student Learning will be determined by the following:

Teachers Receiving Growth Measure Data from IDOE (Classroom Teachers Grades 4-8 E/LA and Mathematics):

Negative Impact is characterized by a significant decrease in student achievement and a significantly low level of student growth. If teachers' year 1 ISTEP mean minus year 2 ISTEP mean is greater than or equal to 15 AND the teacher's median growth percentile is less than or equal to 15, then the teacher will be determined to have a Negative Impact on Student Learning. If there is a determination of Negative Impact, and the teacher's combined rubric and student achievement and growth summative level is Effective or Highly Effective, the summative level will be reduced to no higher than Improvement Necessary.

All Other Teachers:

If a teacher scores a 1 (Ineffective) on BOTH his/her Primary and Secondary measures then the primary evaluator will review student learning data available for all of the teacher's students. If more than 50% of students failed to show achievement of standards (examples of achievement *may* be defined as 70% or higher on the subject or grade level locally designed summative assessment, other locally determined levels of proficiency as defined by rubrics, or proficiency on essential standards as defined by curriculum guides) then the teacher shall be determined to be having a Negative Impact on Student Learning.

Example:

Teacher receives a 1 on Primary Measure

Teacher receives a 1 on Secondary Measure

Less than 50% of students earn at least a 70% on final exam

If the teacher's summative rating (rubric and Student Achievement and Growth) together should yield a summative rating score in the Effective or Highly Effective range, and the teacher meets the criteria of Negative Impact on Student Learning, the summative score will be reduced to a level no higher than Needs Improvement.

When a teacher falls into the Ineffective category within the Student Achievement and Growth Component of the Summative Teacher Evaluation criteria, the evaluator will communicate with the teacher regarding what other classroom measures will be examined and the teacher will have the opportunity to explain and provide context to the classroom data prior to a final determination of Negative Impact on Student Language will be made.

Number of Teacher Days Required for a Qualifying Evaluation – Planned Leave

A Qualifying Evaluation refers to an evaluation of a teacher that has attended a minimum number of days required for the evaluation to be considered for any additional compensation resulting from the collective bargaining process.

Any teacher who plans to teach at least 120 instructional days in a school year should follow procedures of administering and documenting student achievement and growth measures (SAGM). These measures should be written with all planned extended leaves in mind: both the assessment of student learning and content mastery standard should consider the timing and duration of the teacher’s planned absence. The evaluator must approve all parts of these student achievement measures.

If an unplanned extended leave is necessary, and the teacher’s approved measures are therefore not appropriate, the percentage of the teacher’s summative rating that would have been based on the student achievement and growth measures will be moved to the percentage based on the Washington Township Teacher Performance Expectations Rubric (TPER) at 100%. The weighting of the points will be adjusted as necessary for the designation of the teacher’s performance level.

DAYS PRESENT	EVALUATION PROCESS
120+ days	No change – As prescribed.
46-119 days	Summative rating based upon measures available and appropriate: TPER, SAGM weighted for their category. <ul style="list-style-type: none"> ▪ Rubric score will include data from at least one formal and one informal observation by primary evaluator.
0-45 days	Evaluation declared incomplete for the school year. Implications for eligibility for pay raises will be determined through the collective bargaining process.

NOTE: Should unexpected illness or absence prevent a teacher from who is present for less than 120 days from completing student achievement and growth measures data, the evaluation shall be completed using only the TPER at 100% as noted in the above chart. If the teacher’s unexpected illness or absence prevents a principal from completing at least one formal observation and one informal observation, the evaluation shall be declared incomplete.

A teacher who questions how his/her summative rating is affected by an extended leave may request a meeting with the building principal.

Appendix A

Domain I Purposeful Planning Rubric					
		Highly Effective	Effective	In Need of Improvement	Ineffective
Purposeful Planning Performance Expectations	1.1 - Purposeful Planning: Plans for a student program of instruction in accordance with adopted curriculum	Substantial evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning.	Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning.	Some evidence that the teacher plans quality lessons of instruction.	Little or no evidence that the teacher plans quality lessons for instruction.
	1.2 - Purposeful Planning: Demonstrates an understanding of how students develop and learn in the planning for student learning	Plans for students' deeper understanding of content and a variety of strategies to facilitate individual future learning.	Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.	Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.	Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.
	1.3 - Purposeful Planning: Uses a variety of planning resources	Evidence the teacher's planning maximizes all available resources to plan for learning.	Clear evidence that the teacher is utilizing district and school resources to plan for learning.	Some evidence that the teacher is utilizing district and school resources to plan for learning.	Little or no evidence that the teacher is utilizing district and school resources to plan for learning.
	1.4 - Purposeful Planning: Plans and prepares for the needs of all students	Lessons are exemplary in exhibiting plans to address unique learning and enrichment needs of all students.	Clear evidence that the teacher prepares lessons differentiated to the learning needs of the students.	Some evidence that the teacher prepares lessons differentiated to the learning needs of the students.	Little or no evidence that the teacher prepares lessons differentiated to the learning needs of the students.

Evidence related to each performance indicator may be found on the Teacher Evaluation page of the MSDWT Website under the Human Resources Tab.

**Domain II
Instruction Rubric**

		Highly Effective	Effective	In Need of Improvement	Ineffective
Climate Performance Expectations	2.1 - Climate: Develops and maintains a positive classroom climate	Evidence that the teacher uses classroom management methods at a very high level to support a positive classroom climate.	Clear evidence that the teacher uses classroom management methods to support a positive classroom climate.	Some evidence that the teacher uses classroom management methods to support a positive classroom climate.	Little or no evidence that the teacher uses classroom management methods to support a positive classroom climate.
	2.2 - Climate: Communicates high expectations for all students	Clear evidence that teacher communications address high expectations for each student.	Clear evidence that teacher communications address high expectations.	Some evidence that teacher communications address high classroom expectations.	Little or no evidence that teacher communications address high expectations.
Instruction Performance Expectations	2.3 - Instruction: Demonstrates a mastery of subject/content and standards	Evidence that the teacher has a mastery of subject/content and standards at a deep level.	Evidence that the teacher knows subject/content and standards.	Some evidence that the teacher knows subject/content and standards.	Little or no evidence that the teacher knows subject/content and standards.
	2.4 - Instruction: Uses instructional strategies and resources to teach for understanding	Clear evidence that the teacher uses multiple, student centered instructional strategies and resources to teach for understanding for all students.	Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding for most students.	Some evidence that the teacher uses multiple instructional strategies and resources to teach for understanding for most students.	Little or no evidence that the teacher uses multiple instructional strategies and resources to teach for understanding for most students.
	2.5 - Instruction: Differentiates instruction to meet the needs of all students	The teacher acts on individual student needs at every point in the learning process and provides differentiated instruction to challenge every student to reach high growth.	The teacher recognizes individual student differences and provides differentiated instruction to meet student needs.	The teacher rarely recognizes individual student differences to provide differentiated instruction to meet student needs.	The teacher does not recognize individual student differences and does not provide differentiated instruction to meet student needs.
	2.6 - Instruction: Engages all students in learning activities	Clear evidence that students are engaged at a high level through the use of learning activities provided in a variety of ways to engage all students.	Clear evidence that the teacher provides engaging activities to all students.	Some evidence that the teacher provides learning activities to engage students.	Little or no evidence that the teacher provides learning activities to engage students.

Domain II Instruction Rubric					
		Highly Effective	Effective	In Need of Improvement	Ineffective
	2.7 - Instruction: Helps students practice and deepen new knowledge through direct and explicit instruction, cooperative learning, inquiry methods, and independent practice	Clear evidence that the teacher continuously checks for understanding and adjusts instruction to ensure that students practice and deepen knowledge.	Clear evidence that the teacher checks for understanding and provides opportunities for students to practice and deepen knowledge.	Some evidence that the teacher provides opportunities for students to practice and deepen knowledge.	Little or no evidence that the teacher provides opportunities for students to practice and deepen knowledge.
Assessment Performance Expectations	2.8 - Assessment: Assesses student learning and uses assessment data to adjust instructional practices for student success	Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments to routinely engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Clear evidence that the teacher understands and uses methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Some evidence that the teacher understands and uses methods of formative and summative assessments to document learner progress and to guide ongoing planning and instruction.	Little or no evidence that the teacher understands and uses methods of formative and summative assessments.

Evidence related to each performance indicator may be found on the Teacher Evaluation page of the MSDWT Website under the Human Resources Tab.

Domain III Professional Practice Rubric					
		Highly Effective	Effective	In Need of Improvement	Ineffective
Professional Practice Performance Expectations	3.1 Professional Practice: Works with colleagues in a respectful, collegial manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities	The teacher contributes to school effectiveness by collaborating with and leading other professionals in a positive and productive manner taking responsibility for the success of teacher teams.	The teacher contributes to school effectiveness by collaborating with other professionals in a positive and productive manner.	Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals.	Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals.
	3.2 Professional Practice: Communicates effectively to establish and maintain two-way lines of communication with students and parents	The teacher accurately describes, analyzes and evaluates student work, provides routine and ongoing meaningful feedback to students and their families in a variety of ways and provides resources to improve student performance.	The teacher accurately describes, analyzes and evaluates student work, provides ongoing meaningful feedback to students and their families.	Some evidence that the teacher accurately describes, analyzes and evaluates student work provides feedback to students and provides minimal feedback to their families.	Little or no evidence that the teacher accurately describes, analyzes and evaluates student work providing feedback to students and their families.
	3.3 Professional Practice: Reflects on practice, data and student work to improve future instruction	The teacher engages in reflective thinking to improve instruction during lessons as well as future instruction.	Clear evidence that the teacher engages in reflective thinking to improve future instruction.	Some evidence that the teacher engages in reflective thinking to improve future instruction.	Little or no evidence that the teacher engages in reflective thinking to improve future instruction.
	3.4 Professional Practice: Uses different forms of professional development to improve instruction	The teacher relentlessly pursues opportunities to stay current with knowledge, theory and practice, incorporates new knowledge in an exemplary manner, and provides leadership to others in the development of best practices.	Clear evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.	Some evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.	Little or no evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.

Evidence related to each performance indicator may be found on the Teacher Evaluation page of the MSDWT Website under the Human Resources Tab.

Appendix B Pre-Observation Form – Teacher

To be completed by the evaluator:

Teacher: _____
 Subject/Course the evaluator will be observing: _____
 Formal observation will occur during the week of: _____

To be completed by the teacher and submitted prior to the week of formal observation:

Domain 2 Effective Instruction	Climate	Describe your methods for providing a positive classroom climate.
		Describe the diversity of students in your classroom.
	Instruction	List the learning objectives or standards you will target during this week of instruction.
		Describe the learning activities that will be used to engage students.
		List the instructional strategies and resources that will be used in your lessons this week.

		How will instruction be differentiated to meet the learning needs of students?
	Assessment	How will you assess student learning to know students' progress towards achieving the objectives or standards?

Appendix C

Standard for Success

The Standard for Success Teacher Training Guide is available on the Teacher Evaluation page of the MSDWT website. Click [here](#) to access the guide.

Appendix D Formal Plan of Assistance

Teacher: _____

Evaluator: _____

Type of Assistance Plan: _____ *Improvement Necessary* _____ *Ineffective*

If a teacher’s Summative Performance level is ***Improvement Necessary***, the evaluator will determine if the teacher’s overall performance or performance on selected expectations requires a formal Plan of Assistance.

If a teacher’s summative performance level is ***Ineffective***, the evaluator will meet with the teacher to determine a formal Plan of Assistance.

If, during a Post-Observation Conference, it is determined that there is a significant lack of proficiency in any domain area or specific teacher performance expectations have been rated as ***Ineffective***, then the teacher and administrator will:

1. Schedule a Mid-Year Conference to develop and implement a formal Plan of Assistance.
2. Review what will occur at the Mid-Year Conference.

A Plan of Assistance shall be established between the evaluator and the teacher to include the following:

Plan Components	Action/Comments
1. Note the specific performance expectation(s) not being met. Refer to the appropriate Teacher and Student Evidence associated with the referenced performance expectations.	
2. Refer to the appropriate Teacher and Student Evidence (Rubric with Evidences) associated with the identified performance expectations addressed in this plan. Make additions to or clarify evidence in order to assist the teacher in meeting the expectations of the Plan of Assistance. Note below the Teacher/Student evidences to be addressed.	
3. Note the system that will be used to monitor this Plan of Assistance. Examples: <i>increased number of classroom walk-throughs, formal or informal observations; methods of collecting feedback from teacher on assigned reading; scheduled follow-up meetings; manner that teacher may submit written evidence or examples of student work.</i>	
4. Note the resources and support that will be extended to the teacher to assist in meeting the expectations of the Plan of Assistance. Support may include the services of a fellow teacher to serve as a classroom observer (non-evaluative), coach or mentor.	

Plan Components	Action/Comments
5. Note the date by which the plan must be completed, up to 90 school days.	
6. If the teacher’s requirements to meet the expectations of the Plan of Assistance include participation in professional development activities, note below the nature of the activities, the expected time to be spent in or on the activities, and how feedback and reflection following the activities will be reported to the evaluator. Also note the anticipated Professional Growth Points for license renewal that will be applicable at the conclusion of the PD activities.	
7. Note any pre-scheduled progress meetings between the evaluator and the teacher during the duration of the Plan of Assistance. or Reference or clarify any supporting documents that may be attached to this Plan of Assistance.	

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference (refer to conference form), the evaluator will:

If the status of the teacher is *Improvement Necessary* - make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

If the status of the teacher is *Ineffective* - make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Director of Human Resources who will, in turn, inform the Association President.

Signatures

This Plan of Assistance shall begin on _____
(Date)

(Evaluator Signature)

I understand the expectations and provisions of this Plan of Assistance.

(Teacher Signature) _____
(Date)

Appendix E

Test Security Procedures and Expectations Policy

MSDWT Teacher Signature – Test Security Local Assessments Form

Every teacher must sign a form indicating that he/she understands the requirements and expectations regarding ethical testing and reporting procedures. The MSDWT Teacher Signature – Test Security Local Assessments Form can be found in Appendix F of the Guidebook or on the Teacher Evaluation website: www.msdt.k12.in.us/teacher-evaluation/

This acknowledgement form **must be** signed, **either in paper form or through electronic signature through an online training platform such as Safe Schools**, by any staff member responsible for the handling, administration, scoring, storage, transport, or development of assessments used in the Student Achievement and Growth Measure as part of the MSDWT Teacher Evaluation System.

Acknowledgement of the receipt and understanding of the information below is required of all teachers and is **IN ADDITION** to any documentation required by any other agency or organization. Faculty will be required to complete any and all training and documentation related to required standardized testing through the state of Indiana or the United States Department of Education.

Fidelity and Integrity: Requirements and Potential Consequences

Quality instruction leads to better learning, which will be reflected in higher assessment scores. Narrowing the curricula to align to the content of an assessment, however, is weak pedagogical practice that erodes the measurement process.

Any individual with a license granted by the IDOE who violates the Code of Ethical Practices and Procedures as established and published may face disciplinary action by MSDWT, and/or other applicable remedies available under the state and federal laws.

Test Examiners and Their Role

Statewide Tests

The assessments are to be administered only by personnel who hold a license granted by the Indiana Department of Education. The license must be an instructional, administrative, or school services license. Personnel not properly trained and certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may not serve as test examiners. (For state assessments, they may serve as proctors.) In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner.

Local Assessments

Assessments that impact teachers' Primary or Secondary Measure as part of the MSDWT Evaluation System should be administered by the classroom teacher, or a trained employee. The MSDWT administration understands that circumstances may impact a teacher's ability to administer the assessment on the specified day or individual student circumstances exist impacting the teacher's ability to administer the assessment.

Teachers should:

- Follow department protocol when administering, scoring, recording, and storing student assessments
- Administer assessments whenever possible
- Consult department chair or principal when assessments are scheduled and teacher must be absent
- Use district-wide protocols when administering assessments such as NWEA or other commercially designed assessments
- Follow student's IEP or ILP – if an Instructional Assistant (IA) is trained and approved to administer local assessments, in most cases, the IA will be allowed to administer or proctor
- If an IA or other non-certified staff administers the assessment, take all steps necessary to protect the security, confidentiality, scoring, reporting, and storage of test materials per district/department expectations

Test examiners should be thoroughly familiar with the tests to be administered and with the procedures to be followed during testing. *This includes reviewing the MSDWT Testing Security and Integrity Agreement electronic signature page through Safe Schools.*

The above information referenced from the Indiana Department of Education Office of Assessment.

To ensure test integrity:

- Give students the test only one time per administration (pre & post).
- Tests should be administered to all students on the same day. Absent students should make the test up as soon as possible.
- Do not review questions or answers with students at any time throughout the year.
- Students should not grade the assessments.
- Do not send tests home with students.
- Make assurances against cheating (students may not take the test in groups).
- Monitor students and do not alter their answers.
- Teachers may not complete answer documents for students unless required by the student's IEP.
- Pre-tests must show effort. Incomplete essays and multiple-choice tests with excessive blanks will not be considered complete and will therefore count as not passing, regardless of the post-assessment score. We suggest monitoring students during test administration, as the test cannot be given again at a later date.
- Hints, helping tools, detailed instructions, etc., are not allowed. If they are an integral part of your test, they must be clearly identified in your documentation, approved by your principal and given on both the pre and post-assessments.

It is NEVER appropriate to:

- Coach students by indicating in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.
- Allow students to use any type of mechanical or technical devices (calculators, computers) unless the test directions allow such use, or the device is documented as a necessary and allowable testing accommodation.
- Answer students' factual questions regarding test items or vocabulary.
- Read any parts of the test to students (except as indicated in the test directions, or as documented as an acceptable IEP, Section 504 Plan, LEP Individual Learning Plan, or nonpublic school Service Plan). In no case may reading comprehension questions be read to the student.
- Alter students' answers—other than to check and erase stray marks, or to darken answer bubbles after testing.
- Call students' attention to the fact that a similar question is on the assessment.
- Use current, past, or parallel items as test preparation materials—except when those items have been released specifically for test review purposes by the Indiana Department of Education or MSDWT Administration
- Develop and use elaborate review materials (workbooks, worksheets, etc.).
- Set aside blocks of time to teach only the content and skill proficiencies measured on the assessment.

It is a violation of test security to:

- Give examinees access to test questions prior to testing.
- Copy, reproduce, or use in any manner any portion of any secure assessment book, for any reason.
- Alter answer documents after testing—other than to check and erase stray marks, or to darken answer bubbles.
- Share an actual test instrument in a public forum.
- Deviate from the prescribed administration procedures specified in the *Examiner's Manual* or procedures specified by MSDWT Administration in order to boost student performance.
- Make answer keys available to examinees.
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.
- Score student responses on the test locally before submitting the assessment for scoring to the test contractor, as designated by the Indiana Department of Education (Statewide Assessments).

Testing Materials Procedures & Security

[State Standardized Tests] The Corporation Test Coordinator/Department Chair/Administrator must:

- Inventory and track assessment materials.
- Control the secure storage, distribution, administration, and collection of tests.
- Ensure that no tests are discussed and/or reproduced in any manner.
- Follow procedures located in testing manuals and those outlined by the *MSDWT Guidebook*.

Display of Reference Materials

The following kinds of materials **MUST** be covered or removed from walls or bulletin boards during testing in all rooms or areas in which students will be assessed:

1. All posted materials such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed.

This includes, but is not limited to, the following items:

- Multiplication tables
 - Tables of mathematical facts or formulas
 - Fraction equivalents
 - Writing aids
 - Punctuation charts
 - Spelling or vocabulary lists
 - Phonics charts
2. All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students.

The following materials **MAY** be posted:

- Alphabet Chart (containing letters *only*)
- Number Line (containing numbers *only*)

All guidelines regarding Article VII (Special Education) must be followed whether administering a local or statewide assessment. Consult the student's teacher of record (TOR) if there are questions regarding the student's IEP or ILP.

In addition to acknowledging receipt and understanding of the Test Security Procedures and Expectations Policy, teachers must meet all requirements of the Indiana Department of Education, the United States Department of Education, and any applicable state statute regarding the assessment of students.

Appendix F MSDWT Teacher Signature – Test Security Local Assessments

This acknowledgement form must be signed by any staff member responsible for the handling, administration, scoring, storage, transport, or development of assessments used in the Student Achievement and Growth Measure as part of the MSDWT Teacher Evaluation System.

Acknowledgement of the receipt and understanding of the information below is required of all teachers and is IN ADDITION to any documentation required by any other agency or organization. Faculty will be required to complete any and all training and documentation related to required standardized testing through the state of Indiana or the United States Department of Education.

I have read and understand the Test Security Procedures and Expectations Policy outlined in the Teacher Evaluation Guidebook of the MSD of Washington Township. I understand that, through my submission of student assessment data (either through physical or electronic means) to my evaluator, I am indicating that the information is correct and represents each student's performance. I understand that, through my submission of assessment data I am indicating that I have followed all expectations outlined in the MSDWT Testing Procedures and Expectations. If my student assessment, used for teacher evaluation purposes, is a state administered assessment, I am indicating that I have read and understand the IDOE Code of Ethical Practices. I understand that noncompliance with the IDOE Code of Ethical Practices or MSDWT Testing Procedures and Expectations will result in a score of "0" in the applicable Student Achievement Measure as part of the Summative Evaluation, and may result in disciplinary action up to and including dismissal.

Please print your name, sign, and return to the appropriate administrator.

Print Name: _____

Signature: _____

Position: _____

Date: _____

School: _____

This form is valid for the duration of the teacher's employment with the MSD of Washington Township. This form shall be maintained on file by MSDWT Corporation.

The district may require employees to review Procedures and Expectations and sign this form annually.