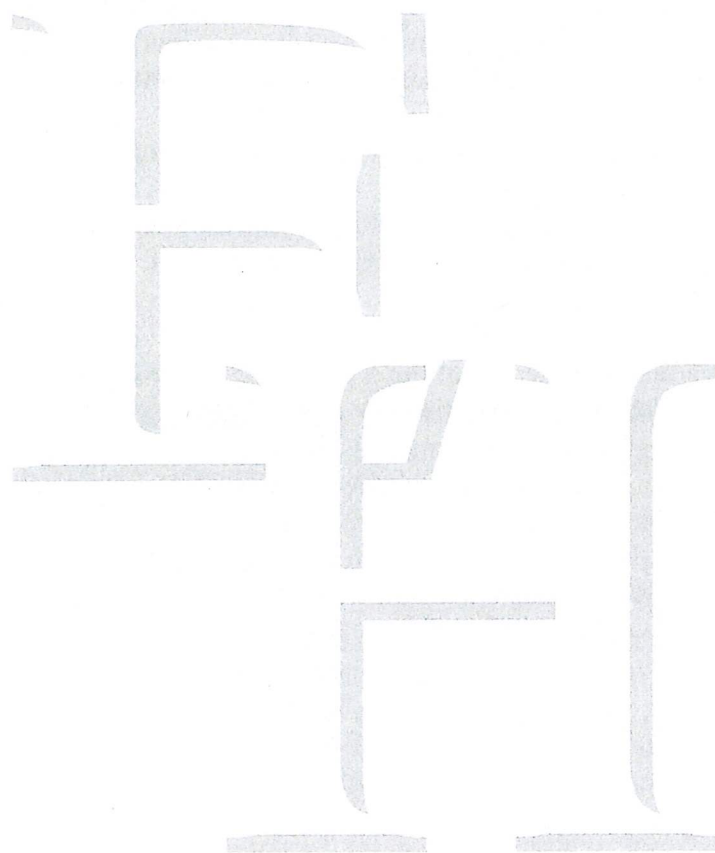


Community School Corporation of Eastern Hancock County

Teacher Evaluation Plan



Guiding Principles

1. Nothing we can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
2. Teachers deserve to be treated like professionals. CSC of Eastern Hancock is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

Legislative Context

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced 6 main requirements:
 - Every certified employee must receive an evaluation annually;
 - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
 - Rigorous measures of effectiveness, including observations and other performance indicators.
 - An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected.
 - A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

Performance Level Ratings

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

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

student learning outcomes. The *ineffective* teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

Timeline

August – September

- Teacher and evaluator meet for the Beginning-of-the Year Conference. This meeting may take place on an individual basis or as part of a meeting with a group of teachers.

August – December

- Evaluator makes classroom observations and provides feedback

November – February

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

January – May

- Evaluator continues to make classroom observations and provide feedback

May – August

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

Upon Collection of Data

- Teacher and evaluator meet for the End-of-Year Conference

Evaluation Steps

Step 1 – Beginning-of-Year Conference – all certified employees will be evaluated annually. The teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

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

This meeting may take place on an individual basis or as part of a meeting with a group of teachers.

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

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

The following table indicates minimum requirements for observations.

Beginning Teacher (less than 2 years in the teaching profession) OR Any teacher who was rated <i>Improvement Necessary</i> or <i>Ineffective</i> within the past 5 years.						
Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended	30-50 minutes	Minimum 2/year (1/semester)	Optional	Optional	Within 5 days	Evaluator's discretion
Short	15 or more minutes	Minimum 3/year (min. 1/semester)	No	No	Within 3 days	Evaluator's discretion

New Teachers (less than 2 years at Eastern Hancock but 2 years or more total teaching experience)						
Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended	30-50 minutes	Minimum 1/year (during fall semester)	Optional	Optional	Within 5 days	Evaluator's discretion
Short	15 or more minutes	Minimum 2/year (minimum one/semester)	No	No	Within 3 days	Evaluator's discretion

Veteran Teachers (2 years or more at Eastern Hancock)						
Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended	30-50 minutes	Minimum 1/year	Optional	Optional	Within 5 days	Evaluator's discretion
Short	15 or more minutes	None required-can be conducted at teacher request or evaluator discretion	No	No	Within 3 days	Evaluator's discretion

Optional Forms

Pre-Observation Form (Form 1)

Post-Observation Form (Forms 2 & 3)

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

Step 3 – Mid-Year Conference (by teacher's request or evaluator's discretion)

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

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. This conference is also mandatory for any teacher new to Eastern Hancock with less than 2 total years of teaching experience.

Optional Forms

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

Step 4 – Teacher Effectiveness Rubric: Scoring (Appendix C)

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning and leadership. See Teacher Effectiveness Rubric

Domain 1. Domain 1 will account for 20% and Domain 2 will account for 80% of the teacher's final Teacher Effectiveness Rubric score.

2. **The primary evaluator uses professional judgment to establish a final rating.** In the summative conference, the evaluator should discuss the rating with the teacher, using the information collected to support the final decision.

At this point, each teacher should have a Teacher Effectiveness Rubric score that ranges from 1 (*Ineffective*) to 4 (*Highly Effective*).

3. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standard*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction.

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

Step 5: Summative Teacher Evaluation Scoring – The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating.

Final Teacher Effectiveness Rubric Score, Domains 1 and 2 Score: _____

Review of Components – Each teacher's summative evaluation score will be based on the following components and measures:

1. **Professional Practice – Assessment of instructional knowledge and skills**
Measure: Eastern Hancock Teacher Effectiveness Rubric (TER)
2. **Student and Professional Learning – Contribution to student academic progress**
Measure: School-wide Learning Measure (SWL) – IDOE's A-F Ratings
Measure: Student Learning Objectives (SLO) - Evaluator assigned 1-4 Ratings
Measure: Teacher Professional Growth

The School-wide Learning Measure is determined based upon the school's current grade as defined by the IDOE. If a teacher teaches at more than one building, the school's score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school's scores will be averaged. The following scale shall determine the amount of points awarded:

A = 4

- B = 3
- C = 2
- D = 1
- F = 0

Negative impact on student learning shall be defined as follows:

- For classes measured by statewide assessments with growth model data, the IDOE shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
- For classes that are not measured by statewide assessments, negative impact on student growth shall be defined where data shows a significant number of students across a teacher’s classes fails to demonstrate student learning or mastery of standards established by the state. Data will include, but not be limited to, grades, classroom assessments, ECAs, student performance, etc. This negative impact on student growth shall be determined by the primary evaluator.
- A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

Weighting of Measures – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), School-wide Learning Measure (SWL), and Professional Growth Goal (PGG).

Teachers will select which growth-based evaluative option to be used for that teacher. All teacher evaluations will be comprised using one of the following two percentage groups:

- I. 75% Teacher Effectiveness Rubric (TER) – Observations
 20% Student Learning Objectives (SLO)
5% School-wide Learning Measure Data (SWL) – IDOE A-F rating by building
 100% Summative Teacher Evaluation Score

- II. 75% Teacher Effectiveness Rubric (TER) – Observations
 20% Professional Growth Collaborative Goal Setting and Reflection(PGL)
5% School-wide Learning Measure Data (SWL) – IDOE A-F rating by building
 100% Summative Teacher Evaluation Score

Summative Evaluation Components

All Teachers	Choose SLO	Choose Goal Setting
RISE Teacher Effectiveness Rubric	75% of final score	75%
Student Learning Objectives	20% of final score	0

P.D Goal Setting	0	20%
School Letter Grade	5% of final score	5%

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

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

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	→ 1.75 Points	→ 2.5 Points	→ 3.5 Points
			→ 4.0 Points

Note: Borderline points always round up.

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

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

Appendix A

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

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

IDOE Reports – Before August 1, 2013 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers

placed in each performance category to the IDOE. The results may not include the names of teachers.

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

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

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

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

- A. Probationary Teacher
 - 1. One (1) *ineffective* rating
 - 2. Two (2) consecutive years of *improvement necessary*
 - 3. Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority
 - 4. Any reason considered relevant to the school's interest
- B. Established/Professional Teacher
 - 1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
 - 2. Immorality
 - 3. Insubordination
 - 4. Incompetence
 - a. Two (2) consecutive years of *ineffective* ratings; or
 - b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
 - 5. Neglect of duty
 - 6. Certain felony convictions
 - 7. Other good and just cause

Appendix B – Forms

Professional Growth Goal and Reflection Rubric

	1-2/Not Yet	3	4
Rationale for Goal	<ul style="list-style-type: none"> -The goal lacks rigor or is unrealistic. -The goal lacks an explanation of conditions that led to identification of this goal. 	<ul style="list-style-type: none"> -The goal is realistic and attainable through personal actions. -The goal includes an explanation of conditions that led to identification of this goal. 	<ul style="list-style-type: none"> -The goal is challenging but attainable through personal actions.
	<ul style="list-style-type: none"> -The goal lacks a clear connection to improved student performance or professional growth. 	<ul style="list-style-type: none"> -The goal focuses on student learning or professional growth to facilitate student learning. 	<ul style="list-style-type: none"> -Goals are multiple and prioritized relating to increased student learning.
	<ul style="list-style-type: none"> -The goal is not connected to school or corporation aims. 	<ul style="list-style-type: none"> -The goal complements the mission of the school and district. 	<ul style="list-style-type: none"> -The goal promotes the mission of the school and district.
Expected Results (What will success look like?)	<ul style="list-style-type: none"> -Insufficient means of goal achievement verification are identified. 	<ul style="list-style-type: none"> -Means of verifying goal achievement are identified. 	<ul style="list-style-type: none"> -Desired results are clearly, thoroughly, and thoughtfully articulated.
	1-2/Not Yet	3	4
Plan to Achieve Goal	<ul style="list-style-type: none"> -The goal has not satisfactorily identified 	<ul style="list-style-type: none"> -Accurately identifies obstacles to goal achievement. 	<ul style="list-style-type: none"> Detailed plan to overcome identified obstacles.

	challenges or obstacles. Achievement of the goal relies on factors outside personal control.	Focuses identification of obstacles within his/her control. Acknowledges significant obstacles beyond his/her control.	
		-Strategies are realistic, rely on self-action, connected to the goal, and verifiable.	-Strategies are creative, insightful, and rely on self-action.
	1/2	3	4
Reflection on Professional Growth Goal and Next Steps	-The teacher is unable to document improved student learning related to this goal.	-The teacher provides evidence to document student learning or professional growth that meets expectations.	-Multiple pieces of evidence document student learning exceeding expectations.
	-The teacher is unable to identify results of reflection on process and/or results.	-The teacher has reflected on the experience and can accurately evaluate his/her success in accomplishing the goal.	-The teacher evidences in-depth reflection on the process and outcomes of the process.
			-The teacher can clearly and thoroughly identify ways in which this growth will benefit their professional practice and their students in the future.

Form 2
Pre-Observation Form - Teacher

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

School: _____ Observer: _____

Teacher: _____ Grade/Subject: _____

Date and Period of Scheduled Observation: _____

Dear Teacher:

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

1. What learning objectives or standards will you target during this class?

2. How will you know if students are mastering/have mastered the objective?

3. Is there anything you would like me to know about this class in particular?

4. Are there any skills or new practices you have been working on that I should look for?

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

Form 3

Post-Observation Form - Evaluator

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

School: _____ Observer: _____

Teacher: _____ Grade/Subject: _____

Date of Observation: _____

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

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

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

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

Action Steps for Teacher Areas of Improvement:

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

Form 4

Post-Observation Form - Teacher

School: _____

Observer: _____

Teacher: _____

Grade/Subject: _____

Date of Observation: _____

Dear Teacher:

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

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

Form 5

Mid-Year Check-In Form

School: _____

Summative Evaluator: _____

Teacher: _____

Grade/Subject: _____

Date: _____

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

Number of Extended Observations Prior to Mid-Year Check-in: _____

Number of Short Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Create Objective-Driven Lesson Plans and Assessments	
Mid-Year Rating (Circle One)	4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Ineffective N/A

Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students 2.3 Engage Students in Academic Content 2.4 Check for Understanding 2.5 Modify Instruction as Needed 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work 2.7 Maximize Instructional Time 2.8 Create Classroom Culture of Respect and Collaboration 2.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Ineffective N/A

Domain 3: Planning	Mid-Year Assessment of Domain 3
3.1 Seek Professional Skills and Knowledge 3.2 Advocate for Student Success 3.3 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Ineffective

Domain 4: Professionalism	Mid-Year Assessment of Domain 4	
<ol style="list-style-type: none"> 1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect 		
Mid-Year Rating (Circle One)	Meets Standards	Does Not Meet Standards

Form 6

Professional Development Plan

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

Goal	Achieved?
1.	
2.	
3.	

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

Professional Growth Goal #1

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

Professional Growth Goal #2

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

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

Form 7

Final Summative Rating

School: _____

Summative Evaluator: _____

Teacher: _____

Date: _____

Grade/Subject: _____

Note: This form should be completed based on information collected and assessed throughout the year. Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of Extended Observations: _____

Number of Short Observations: _____

If the teacher "Meets Standards" in Domain 4 (Professionalism), deduct 0 points. The final teacher score remains the same as in the previous step. If the teacher "Does Not Meet Standards," deduct 1 point from the score calculated in the previous step.

Final Teacher Effectiveness Rubric Score, Domains 1-4: _____

Circle the group to which the teacher belongs. Then use the appropriate weights to calculate the final rating:

Group 1

Group 2

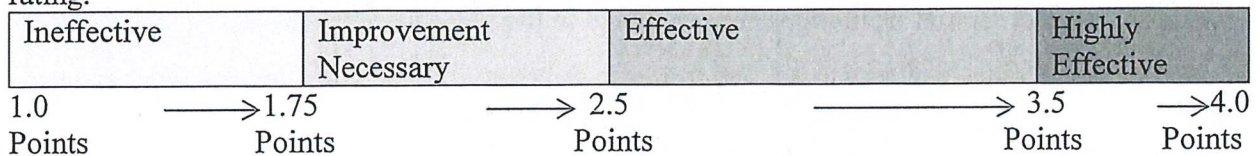
Measure	Rating (1-4)	Choose only one set of weights		Weighted Rating
		GROUP 1 Weights	GROUP 2 Weights	
Teacher Practice Score		80%	55%	
Indiana Growth Model		-	25%	
School-wide Learning Measure		20%	20%	

Use the following formula to calculate:

- Rating * % Weight = Weighted Rating
- Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score: _____

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.



Note: Borderline points always round up.

Final Summative Rating:

Ineffective Improvement Necessary Effective Highly Effective

Tenure Category:

Current School Year

Next School Year

Probationary Teacher
 Established Teacher
 Professional Teacher

Probationary Teacher
 Established Teacher
 Professional Teacher

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____

Date: _____

Evaluator Signature

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____

Date: _____