Professional Staff Evaluation Plan

Evaluation Committee Members

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Philosophy

Evaluations are a means to reinforce individual growth and development in teachers to improve learning outcomes for students. The evaluation process is directed toward professional improvement through open dialogue among the parties involved. Evaluators and staff members should be well versed in the process and approach the evaluation with a constructive, cooperative attitude.

Great HHSC Teachers...

- Proactively Plan and Design Focused, Accessible Lessons with Clear Objectives
- Collect and Use a Variety of Data to Make Informed Instructional Decisions
- Engage Students in Authentic and Interesting Tasks that Are Grounded in Rich Content
- Provide Opportunities for Creativity, Collaboration, and Problem Solving
- Develop Thoughtful Questions to Facilitate Discussion, Reflection, and Deeper Thinking
- Build Positive Relationships with Students, Families, Colleagues, and the Community
- Create a Safe, Organized, and Well-Managed Classroom Environment
- Collaborate with Colleagues and Contribute Positively to the School Culture
- Continue to Intentionally Seek Out Learning Opportunities about Content Area and Instructional Strategies
- Demonstrate a Constructive Attitude, Have Fun, and Approach Challenges with Hope and Optimism, Believing They Make a Difference and Reflecting a Growth Mindset
- Are Professional in Their Attendance, Conduct, and Interactions and also Follow District Policies and Building-Level Guidelines

Mission Statement

HHSC will provide a safe, innovative, and nurturing school environment where students matter and are treated with integrity and respect as the staff prepares and engages them in quality learning experiences that will equip them for future personal, professional, and social endeavors.

Vision Statement

We envision that HHSC will have a positive, life-long impact on all students that empowers them to become the best version of themselves. Students will be capable of adapting, persevering, and contributing meaningfully in their local and global community.

Core Values

Safety – *the health and safety of all HHSC students and staff is our highest priority*

Innovation – *seek and encourage creativity in strategies, methods, solutions, and resources*

Community – *serve the common good of our community and the needs of our students*

Accountability – *demonstrate ownership of and a sense of duty to our educational mission*

Respect – *admire and value each individual*

Encouragement – *inspire the spirit and realize the potential within each person*

Excellence – *pursue exemplary performance from students and staff*

Indiana Code IC20-20-11.5-4

Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4).

IC-20-29-2-4 defines "certificated employee" as follows:
"Certificated employee" means a person:
    (1) whose contract with the school corporation requires that the person hold a license or permit from the division of professional standards of the department under IC 20-28; or
    (2) who is employed as a teacher by a charter school established under IC 20-24.

IC 20-28-11.5-4(c)(1)

HHSC will perform annual performance evaluations on all certificated employees, including teachers, administrators, counselors, principals, and superintendent.

All HHSC Administrators (Superintendent, Principals, Assistant Principals, Deans, Special Education Director, Business Manager, Athletic Director), Technology Directors, Instructional Coaches, Data & Curriculum Integration Specialist, Media Specialists, Speech & Language Pathologists, and Counselors will receive a minimum of 1 observation per semester. An extended observation may be a direct observation of the employee leading an activity/meeting, or a performance review that involves the evaluator rating each of the competencies based on the employee's work to date. Special Education Teachers will be

observed using the [Special Education Teacher Rubric](#); however, they will follow the schedule and expectations for [Cycle 1](#).

Observation Rubrics

IC 20-28-11.5-4(c)(2)
HHSC will utilize rigorous measures of effectiveness, including observations and other performance indicators.

IC 20-28-11.5-4(c)(3)
511 IAC 10-6-2(c)

Performance Ratings

HHSC will provide a summative rating for all certificated staff as one of the following: highly effective, effective, improvement necessary, or ineffective.

All certificated staff will receive a rating at the end of each school year in one of four performance categories as defined below:

> **Highly Effective (3.50 to 4.00)**: 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 reasonably believed to be highly correlated with positive student learning outcomes.

> **Effective (2.50 to 3.49)**: 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 reasonably believed to be highly correlated with positive student learning outcomes.

> **Improvement Necessary (1.75 to 2.49)**: 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 reasonably believed to be highly correlated with positive student learning outcomes.

> **Ineffective (<1.75)**: 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 reasonably believed to be highly correlated with positive student learning outcomes.

IC 20-28-11.5-4(c)(5)
511 IAC 10-6-4(c)
Definition of negative impact for certificated staff:

For classes measured by statewide assessments with growth model data, the IDOE shall 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 evaluator. (Example: 30% of students failing in at least two different middle school classes taught by the same teacher.)

A certificated employee who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.

HHSC will perform a final summative rating modification if and when a teacher negatively affects student growth.

IC 20-28-11.5-4(c)(3)
All evaluation components factored into the final summative rating as indicated in the individual cycles and the Summative Scoring Process below:

Summative Scoring Process
Cycle 1 - Rubric

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning		x .15	
Domain 2: Instruction		x .40	
Domain 3: Assessment		x .10	
Domain 4: Management		x .10	
Domain 5: Collaboration		x .15	
Domain 6: Professionalism		x .10	
Core Expectations	n/a	n/a	-_____
		Summative Rating=	

Cycle 2 - Coaching Cycle

	Rating (1-4)	Rating
Coaching Cycle		
Core Expectations	n/a	-_____
	Summative Rating=	

Cycle 3 - Independent Teacher Growth Project

	Rating (1-4)	Rating
Independent Teacher Growth Project		
Core Expectations	n/a	-_____
	Summative Rating=	

IC 20-28-11.5-4(c)(4)
511 IAC 10-6-5
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected is outlined in each cycle. Evaluators will note trends and provide appropriate professional development to address those trends.

IC 20-28-11.5-4(f)(1)
IC 20-28-11.5-4(f)(2)
Evaluation Plan will be shared with staff and explained prior to evaluations being conducted. Employees will be provided at least quarterly training on the evaluation, rubric, process, and cycles during the first year of implementation. Subsequent training will be provided on an as-needed basis. The plan will be discussed with the exclusive representative, Hamilton Heights Classroom Teachers Association.

IC 20-28-11.5-1
IC 20-28-11.5-5(b)
IC 20-28-11.5-8(a)(1)(D)
Only individuals who have received training and support in evaluation skills will evaluate certificated employees. Evaluators include the Superintendent, Principals, Assistant Principals, Deans of Students, and the Director of Special Education. The evaluators will have an initial training that covers how to effectively evaluate teachers. The evaluators will have additional training that reviews how to use our specific evaluation process for teachers. As additional administrators are hired, they will receive both of these trainings as well before starting teacher observations and evaluations.

IC 20-28-11.5-5(b)
511 IAC 10-6-3
All evaluators will receive training and support in evaluation skills. Standard for Success (SFS) Coordinator, Instructional Coaches, or other staff will provide the periodic training.

IC 20-28-11.5-6(a)
All evaluated employees will receive completed evaluation and documented feedback within seven business days from the completion of the Summative Evaluation. Final Summative Ratings for the evaluation shall be given to all certificated employees by the last student day.

IC 20-28-11.5-6(b)
Employees will be placed on a Professional Development (PD)/Remediation Plan if they are rated Needs Improvement or Ineffective. Employees may be placed on a Professional Development Plan if an evaluator has concerns that current performance could be rated as Needs Improvement or Ineffective. The PD Plan shall not exceed 90 days, but the plan may be renewed during a school year if sufficient progress is not being made. Those who successfully complete a PD Plan will earn Professional Growth Points (PGPs).

[Professional Development Plan Form](#)

IC 20-28-11.5-6(c)
Any teacher who receives a rating of Needs Improvement or Ineffective on the summative evaluation will be contacted by the superintendent and given the opportunity to set up a private conference.

IC 20-28-11.5-7(c)
The superintendent tracks all teachers who receive a summative rating of Ineffective and informs the principals of any students who should not receive instruction from the teacher with the Ineffective rating.

IC 20-28-11.5-7(d)
The superintendent will inform parents (in writing) when assignment to consecutive teachers rated as Ineffective is unavoidable.

Summative Evaluation Process

- Teachers or evaluators may request an end-of-year review meeting, but this is not required.
- Summative Evaluation feedback must be provided to all teachers before the last student day of the school year.
- Teachers must digitally sign off within SFS that they have received the feedback by the end of the last teacher workday of that school year.
- All certificated employees must meet at least once each semester with their evaluators.
- A teacher must have been present for 120 days to earn a Summative Evaluation rating. If a teacher teaches fewer than 120 days, the teachers' most recent Summative Evaluation rating will remain in effect until a new rating is established.
- Any teacher hired to HHSC during the school year who has taught previously during the current school year in another Indiana school corporation and has taught a total of 120 days combined in both school corporations will receive a summative evaluation. The number of observations may be prorated based on the timing of the hire.

Core Expectations (Attendance, On-Time Arrival, Policies, & Respect)

Employees who meet the expectations will receive a 0. Those who do not meet one of the expectations will receive a -.25 for each expectation not met.

Attendance

Meets Standard - Individual has not demonstrated a pattern of unexcused absences.

Does Not Meet Standard - The minimum attendance expectation for HHSC certificated employees is 90%. Individuals who lose .25 points in this area have demonstrated a pattern of unexcused absences, even after an administrator addresses and communicates the concern with the employee.

On-Time Arrival

Meets Standard - Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Does Not Meet Standard - Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). Individuals who lose .25 points in this area have demonstrated a pattern of not arriving on time, even after an administrator addresses and communicates the concern with the employee.

Policies

Meets Standard - Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).

Does Not Meet Standard - Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). Individuals who lose .25 points in this area have demonstrated a pattern of not following school or district policies, even after an administrator addresses and communicates the concern with the employee.

Respect

Meets Standard - Individual demonstrates a pattern of interacting with students, colleagues, families, and community members in a respectful manner.

Does Not Meet Standard - Individual has demonstrated a pattern of not interacting with students, colleagues, families, and community members in a respectful manner, even after an administrator addresses and communicates the concern with the employee.

Staff Discipline

If an evaluator completes a Staff Discipline Form, this may be reflected in the evaluation under the Core Expectations section of the final evaluation.

New Certificated Employees

Certificated employees who are new to HHSC will start in Cycle 1. They will then progress to the cycle with their cohort (grade level, department, etc.).

New certificated employees who are rated as ineffective or needs improvement will also remain in Cycle 1.

Professional Development Plan

Employees will be placed on a Professional Development (PD) Plan if they are rated Needs Improvement or Ineffective.

Employees may be placed on a Professional Development Plan if an evaluator has concerns that current performance could be rated as Needs Improvement or Ineffective.

The PD Plan shall not exceed 90 days, but the plan may be renewed during a school year if sufficient progress is not being made. Those who successfully complete a PD Plan will earn Professional Growth Points (PGPs).

[Professional Development Plan Form](#)

Cycles

- There are 3 Cycles: Rubric, Coaching Cycle, and Independent Teacher Growth Project.
- Employees will be assigned to a cycle in year 1. These cycles may be assigned according to departments, grade levels, and/or new teacher status by the evaluator. The intent of the evaluation plan is that employees will complete all 3 cycles before repeating a cycle.
- As the process is established after year 1, employees will usually progress from cycles in order from 1, 2, to 3, but there may be exceptions.
  - Employees may be reassigned or moved to Cycle 1 if there are evaluator concerns.
  - New employees will repeat Cycle 1 if their cohort begins Cycle 1 the next year.
  - Employees who are rated as Ineffective or Needs Improvement will remain in or be moved to Cycle 1.

Cycle 1 - Rubric

Number of Observations and Length of Time

- Minimum of 6 (Minimum of 2 Observations/Semester)
- Minimum 15 Minutes each
- Unannounced
- Teacher May Request for Special Lessons

Employee and Evaluator Feedback Meetings

- Minimum of 1 Post-Observation Meeting per semester
- Must meet within 10 school days of the observation
- Teachers must submit a Post-Observation Meeting Form in SFS prior to the meeting
- Teacher should answer any questions provided in the observation feedback prior to the meeting
- Teacher or Administration may request additional meetings if necessary

[Post-Observation Meeting Form](#)

Feedback

The observer should provide written feedback within Standard For Success (SFS) that highlights strengths and possible areas for growth. The feedback may include clarifying questions to which teachers should respond in SFS.

Observation and Feedback Timelines

- Written feedback will be sent to employees within 4 School Days.
- All regular observations should be completed by Spring Break.
- It is possible to have observations after Spring Break if the observations are part of a Professional Development Plan or if there are concerns.
- Final Summative Ratings for the evaluation shall be given to all certificated employees by the last student day.
- Any artifacts that employees would like to include in the final evaluation process should be uploaded by Spring Break to SFS.

Lesson Plan

All teachers in Cycle 1 shall submit a lesson plan using the Lesson Plan template that reflects a lesson they have taught to their students. This form must be submitted to SFS before Spring Break.

Lesson Plan Template

Artifacts (OPTIONAL)

Employees may submit artifacts to demonstrate proficiency in any of the domains. (Planning, Instruction, Assessment, Management, Collaboration, and Professionalism)

Domain Weights

Planning (15%)
Instruction (40%)
Assessment (10%)
Management (10%)
Collaboration (15%)
Professionalism (10%)

- When determining the final values for each domain, the evaluator will use the observation scores to inform professional judgment.
- Core Expectations: Employees who meet the expectations will receive a 0. Those who do not meet one of the expectations will receive a -.25 for each expectation not met.

Summative Evaluation Rating Calculation

The evaluator will review the observation feedback throughout the year and use professional judgment to determine the final ratings for each of the six domains. The evaluator will then add the final domain scores, deduct any points related to the Core Expectations (if necessary), and then calculate the summative evaluation rating.

Summative Scoring Process

Cycle 1 - HHSC Teacher Evaluation Rubric

Great HHSC Teachers:

- Proactively Plan and Design Focused, Accessible Lessons with Clear Objectives
- Collect and Use a Variety of Data to Make Informed Instructional Decisions
- Engage Students in Authentic and Interesting Tasks that Are Grounded in Rich Content
- Provide Opportunities for Creativity, Collaboration, and Problem Solving
- Develop Thoughtful Questions to Facilitate Discussion, Reflection, and Deeper Thinking
- Build Positive Relationships with Students, Families, Colleagues, and the Community
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- Are Professional in Their Attendance, Conduct, and Interactions and also Follow District Policies and Building-Level Guidelines

DOMAIN 1: PLANNING	Highly Effective	Effective	Needs Improvement	Ineffective
UNIT DESIGN	Plans almost all units with big ideas, essential questions, knowledge, skill, and/or transfer goals covering deeper levels of thinking and learning.	Plans most units with big ideas, essential questions, knowledge, skill, and/or transfer goals covering deeper levels of thinking and learning.	Plans lessons with some thought to larger goals, objectives, and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.
CURRICULUM DESIGN	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments. (curriculum map, pacing guide, unit design, lesson plan)	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
LESSON RELEVANCE	Designs highly relevant lessons and significantly motivates most students to engage in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.

ACCESSIBILITY	Designs lessons that break down complex tasks and makes learning accessible to most students.	Designs lessons that make learning accessible to several students.	Plans lessons with some thought as to how to accommodate students with specialized learning plans (IEP, 504, ELP, etc.)	Plans lessons with no differentiation.
INSTRUCTIONAL MATERIALS	Designs lessons that use an effective mix of high-quality materials that recognize multiple perspectives.	Designs lessons that use an appropriate mix of quality materials (up to date, interesting, understandable, etc.).	Plans lessons that involve a mixture of quality and mediocre (outdated, uninteresting, difficult to understand, etc.) learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.

DOMAIN 2: INSTRUCTION	*Highly Effective*	*Effective*	*Needs Improvement*	*Ineffective*
LEARNING OBJECTIVES	Teacher posts standards-based learning objectives (I Can, SWBAT, etc.) where they can easily be found for each lesson and clearly understood by students. Teacher refers to or references the objective(s) during the lesson.	Standards-based learning objectives (I Can, SWBAT, etc.) are posted where they can easily be found for each lesson.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.

OBJECTIVE ALIGNMENT	Designs each lesson with clear, measurable, achievable goals closely aligned with the standards-based learning objectives.	Designs lessons focused on measurable, achievable outcomes aligned with the standards-based learning objectives.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
ANTICIPATORY SET	Hooks students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
ANTICIPATES CHALLENGING PARTS OF THE LESSON	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
SPECIAL NEEDS	Fully and consistently follows specific learning plans (IEP, 504, ELPs, etc.) during instruction.	Usually follows specific learning plans (IEP, 504, ELPs, etc.) during instruction.	Sometimes follows specific learning plans (IEP, 504, ELPs, etc.) during the lesson, but often leaves out important parts of the plan.	Very rarely implements and often overlooks the requirements of specific learning plans.
GROWTH MINDSET	Actively develops a "growth" mindset: take risks, learn from mistakes, through effective effort students can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key to learning and being successful throughout lessons.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.

LEARNING STRATEGIES & GROUPINGS	Uses a wide range of well-chosen, effective strategies, questions, and/or groupings to accelerate student learning.	Orchestrates effective strategies, questions, and/or groupings to foster student learning.	Uses a limited range of classroom strategies, questions, and/or groupings.	Uses only one or two teaching strategies.
ADAPTABILITY	Adapts lessons and units to utilize teachable moments and correct common misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
CLASSROOM DISCUSSION	Teacher allows students to develop their own perspectives, encourages students to meaningfully support their responses, and elicits contributions to the classroom discussion without interrupting. Facilitates deep levels of reflection and peer responses as students build upon their own and other students' ideas.	Teacher allows students to develop their own perspectives and elicits contributions to the classroom discussion without interrupting. Facilitates reflection and peer responses as students build upon their own and other students' ideas.	Teacher provides an opportunity for discussion but heavily leads or dictates the discussion instead of facilitating the student contributions.	Teacher rarely provides opportunities for classroom discussion.

QUESTIONS	Teacher asks both surface and deeper-level questions to assess student understanding, consistently uses appropriate wait time, and engages students (of different levels of understanding) by calling on both volunteers and non-volunteers.	Teacher asks questions to assess student understanding, uses appropriate wait time, and engages students by calling on both volunteers and non-volunteers.	Teacher asks a few questions during the lesson, but most of the questions are closed, requiring a single correct answer. Teacher often calls on the same small group of students who consistently volunteer.	The teacher rarely asks any questions during the lesson.
TECHNOLOGY	Regularly utilizes promising practices in lessons that leverage the available technology to provide high-quality student learning opportunities.	Often utilizes well-established practices in lessons that make effective use of the available technology to provide quality student learning opportunities.	Sometimes utilizes effective practices in lessons that make use of the available technology to provide student learning experiences.	Rarely utilizes technology when it could enhance the quality, efficiency, or effectiveness of the lesson.

DOMAIN 3: ASSESSMENT	*Highly Effective*	*Effective*	*Needs Improvement*	*Ineffective*
PREPARATION	Prepares diagnostic, interim, formative, and summative assessments to monitor student learning.	Plans formative and unit assessments to measure student learning. Uses backward design principles.	Drafts unit tests as instruction proceeds and assessments are mostly connected to the learning objectives.	Writes final tests shortly before they are given or tests are loosely connected to the content that has been learned in class.

CHECKS FOR UNDERSTANDING	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
FEEDBACK & SUPPORTING STRUGGLING STUDENTS	Uses formative assessment data to fine-tune teaching, re-teach, and/or help struggling students.	Promptly uses data from formative assessments to adjust teaching, re-teach, and/or follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students. No modification to instruction is made even when many students do not meet the stated objectives.
SUPPORTS STRUGGLING STUDENTS	Relentlessly follows up with struggling students with personal attention so that nearly all students reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Rarely takes responsibility for students who are not succeeding. Rarely attempts to support students who are not successful.	Blames students for not being successful. Makes no attempt to help them succeed.
USES EXEMPLARS	Consistently reviews clear criteria for high-quality work with rubrics and/or exemplars of student work for key learning activities.	Many times reviews criteria for proficiency, including rubrics or exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.

DOMAIN 4: MANAGEMENT	Highly Effective	Effective	Needs Improvement	Ineffective
EXPECTATIONS	Gives families and students clear, user-friendly learning and behavior expectations and exemplars of proficiency in behavior.	Gives families and students clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform families or students about learning and behavior expectations.
CELEBRATE STUDENTS	Frequently recognizes students' work to celebrate progress and motivate and direct effort.	Sometimes recognizes students' work to communicate their progress.	Rarely recognizes students' work to communicate their progress.	Teacher does not recognize student work or progress.
ENVIRONMENT	Uses room arrangement, materials, and displays to create an inviting climate, provide accessibility, and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals, and ensure accessibility.	Organizes furniture and materials to support the lesson, with only a few educational displays. Accessibility is somewhat obstructed.	Has a conventional furniture arrangement (only straight rows all of the time), hard-to-access materials, and little/no educational wall displays (or outdated). Accessibility is significantly inhibited or areas are obstructed.
STRATEGIES	Has a highly effective management repertoire and can capture and hold students' attention at any time.	Uses multiple management strategies and can capture and maintain students' attention.	Has a limited number of management strategies and more than a few students are not paying attention.	Uses a limited number of ineffective management strategies and constantly struggles to get students' attention.

RESPONSIVENESS	Deals immediately (within 24-48 hours) and successfully with student and/or guardian's concerns and makes them feel welcome any time.	Responds promptly (within 24-48 hours) to student and/or guardian's concerns and makes them feel welcome in the school.	Is slow to respond to some student and/or guardian's concerns and comes across as unwelcoming.	Does not respond to student and/or guardian's concerns and makes parents feel unwelcome in the school.
PROACTIVE COMMUNICATION	Successfully contacts and works with families (including those who are hard to reach), makes sure families hear positive news about their children first, and immediately flags any problems.	Reaches out to all families, is tenacious in contacting those who are hard to reach, promptly informs families of behavior and learning problems, and updates families on good news.	Tries to contact all families but ends up talking mainly to the families of high-achieving students, lets families know about problems their children are having but rarely mentions positive news.	Makes little or no effort to contact families, and seldom informs families of concerns or positive news about their children.
ROUTINES	Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and with little prompting from the teacher. Calmly handles unexpected disruptions.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions. Calmly handles unexpected disruptions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior. Sometimes gets visibly frustrated with unexpected disruptions.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior. Often gets visibly frustrated with unexpected disruptions.
CLARITY	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.

BEHAVIOR EXPECTATIONS	Consistently creates a climate of respect and fairness by building strong relationships with students so that disruption of learning is rare.	Mostly successful in creating a climate of respect and fairness by building positive relationships with students so that disruption of learning is rare.	Attempts to create a climate of respect and fairness and tries to build relationships with students. There are some disruptions to the lesson.	Is unsuccessful in creating a climate of respect and fairness. Students are overly dependent on the teacher to behave well. The teacher is sometimes harsh, unfair, or disrespectful with students. Teacher is not respected by students. The classroom is frequently chaotic.

DOMAIN 5: COLLABORATION	*Highly Effective*	*Effective*	*Needs Improvement*	*Ineffective*
CONTRIBUTION	Is an important member of teacher teams and committees and frequently volunteers for additional responsibilities to help the district meet its goals.	Shares responsibility for grade-level and schoolwide activities and takes on additional responsibilities during the school day.	When asked, will serve on a committee or take on an additional responsibility during the school day.	Declines invitations to serve on committees or take on any additional responsibility during the school day.

ANALYZES DATA	Consistently works with colleagues (in teams, departments, PLCs, grade levels, etc.) to analyze learning data, draw actionable conclusions, leverage student growth, and follows through on the plan.	Often works with colleagues (in teams, departments, PLCs, grade levels, etc.) to analyze data from assessments, draws conclusions, and shares them appropriately.	Sometimes works with colleagues (in teams, departments, PLCs, grade levels, etc.) to review data from assessments. Records students' grades and notes some general patterns for future reference.	Rarely works with colleagues (in teams, departments, PLCs, grade levels, etc.) to discuss data from assessments. Records students' grades and moves on with the curriculum.

DOMAIN 6: PROFESSIONALISM	*Highly Effective*	*Effective*	*Needs Improvement*	*Ineffective*
CHILD DEVELOPMENT & LEARNING KNOWLEDGE	Is up to date on authoritative research on child development and how students learn.	Demonstrates an understanding of how students develop and learn.	Has a few ideas of ways students develop and learn.	Does not demonstrate an understanding of how students effectively learn.
PBIS PROGRAM	Significantly supports the school's PBIS (Positive Behavior Supports & Interventions) program by successfully developing positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
RESPONSE TO STUDENT NEEDS	Works collaboratively to ensure that students who need support receive appropriate services in a timely manner.	Ensures that students who need support receive appropriate services.	Sometimes ensures that students who need support receive appropriate services.	Often fails to ensure that students who need support receive appropriate services.

REFLECTION	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.
LEADERSHIP	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
GROWTH	Actively reaches out for new ideas and engages in professional development with colleagues to solve challenges or implement highly effective strategies.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.
HONESTY & JUDGEMENT	Is consistently ethical, honest, and forthright, uses sound judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
RELIABILITY	Carries out assignments conscientiously and punctually, keeps meticulous records, and arrives on time to meetings.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.

CORE EXPECTATIONS		
	0	**-0.25**
ATTENDANCE	Individual has not demonstrated a pattern of unexcused absences.	The minimum attendance expectation for HHSC certificated employees is 90%. Individuals who lose .25 points in this area have demonstrated a pattern of unexcused absences, even after an administrator addresses and communicates the concern with the employee.
ON-TIME ARRIVAL	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). Individuals who lose .25 points in this area have demonstrated a pattern of not arriving on time, even after an administrator addresses and communicates the concern with the employee.
POLICIES	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). Individuals who lose .25 points in this area have demonstrated a pattern of not following school or district policies, even after an administrator addresses and communicates the concern with the employee.
RESPECT	Individual demonstrates a pattern of interacting with students, colleagues, families, and community members in a respectful manner.	Individual demonstrates a pattern of not interacting with students, colleagues, families, and community members in a respectful manner, even after an administrator addresses and communicates the concern with the employee.

Cycle 2 - Coaching Cycle

Teachers and Instructional Coaches will work together to achieve a goal that positively impacts the teacher.

Step 1: Identify the Goal

Teacher and Instructional Coach identify a measurable PEERS (Powerful, Easy, Emotionally Compelling, Reachable, Student-Focused) goal (Knight, 2018).

Impact Coaching Cycle document

Process of PEERS Goal Identification:
1. Teacher gains a current reality. Possibilities may include:
   a. Recording of lesson using a *Swivl*
   b. Student Interviews
   c. 20 Minute High-Impact Survey and Observation
   d. Agreed upon measure of current reality
2. Teacher and Coach have completed a PEERS Goal Identification Interview. Possibilities may include, but are not limited to:
   a. Classroom management
   b. Technology Integration
   c. Student Assessment Scores
   d. Teaching Strategies
      i. Anticipatory Sets
      ii. Student-Centered Learning
      iii. Alternative Assessments
   e. Professional Goals
      i. Avoiding Burnout
      ii. Organizational Goals
      iii. Time Management
      iv. Collegial Relationships
3. A measurable goal is created, and documentation is loaded into SFS.
4. Schedule next 1:1 coach/teacher meeting. This meeting may include:
   - Modeling
   - Collaboration
   - Successes and Challenges

COMPLETION TO THIS POINT CONSTITUTES AN
INEFFECTIVE RATING FOR CYCLE 2

Step 2: Strategy

Teacher and Instructional Coach:
- have identified a measurable PEERS goal
- have chosen an effective strategy or strategies to achieve the goal.
- have decided on specific times to meet uninterrupted at least once a week 1:1 and have the coach in class once a week during instruction.

Process:
1. Update your Impact Coaching Cycle document with your strategy or strategies, but do NOT submit to Standard for Success (SFS).

Impact Coaching Cycle document

COMPLETION TO THIS POINT CONSTITUTES A
NEEDS IMPROVEMENT RATING FOR CYCLE 2

Step 3: Application of Strategy

Teacher and Instructional Coach:
- have identified a measurable PEERS goal (Knight, 2018).
- have chosen an effective strategy to achieve the goal.
- are meeting uninterrupted at least once a week 1:1 and the coach is present once a week during instruction.
- have created documentation that shows completion of desired goal.
- have completed reflection portion of Impact Coaching Cycle document (Teacher).

Process:
1. Submit your Impact Coaching Cycle document to SFS before Spring Break.
2. Submit artifact(s) to SFS before Spring Break. Artifact(s) may include, but are not limited to:
   a. Student work
   b. Photos
   c. Student data
   d. Documents
   e. Videos
3. **NOTE: Stopping at Step 3 will result in an EFFECTIVE (NOT highly effective) rating.**

COMPLETION TO THIS POINT CONSTITUTES AN
EFFECTIVE RATING FOR CYCLE 2

Step 4: Evidence of Lasting Impact

Teacher and Instructional Coach:
- have identified a measurable PEERS goal (Knight, 2018).
- have chosen an effective strategy to achieve the goal.
- are meeting uninterrupted at least once a week 1:1 and the coach is present once a week during instruction.
- have created documentation that shows completion of desired goal.
- have provided evidence of lasting impact (Teacher only-see below).

Once the teacher and coach have completed the cycle and there is a clear demonstration of ongoing implementation of the desired strategy, the teacher should provide evidence of a lasting impact.

Possibilities may include, but are not limited to:
- student data
- collaboration/sharing with colleagues
- presentations at state or national professional organizations or conferences
- presentations to department, grade level, building staff, or school board

Process:
1. Submit evidence of lasting impact as an artifact to SFS before Spring Break. Artifact may include, but is not limited to:
   a. Up to one page, double-spaced, 12 point font reflection
   b. PowerPoint/Google Slides presentation
   c. Snapshot of a published item or program
   d. Chart or graphic representation of data collected
   e. Emails or testimonials
   f. Video interview
   g. Product of a collaboration

COMPLETION TO THIS POINT CONSTITUTES A
***HIGHLY EFFECTIVE* RATING FOR CYCLE 2**

Cycle 3 - Independent Teacher Growth Project

A year-long exploration and learning opportunity that will enhance teacher efficacy.

Step 1: Identify Growth Project

Teacher identifies growth learning project and submits plan (Learning Goal and Resources Needed) on Standard for Success (SFS) before September 15. Administration provides feedback on the plan before October 1.

[Independent Teacher Growth Project Template](#)

Learning Goal

Possibilities may include, but are not limited to:
- Choose your own adventure (with administrative approval)
- Content expertise
- Curriculum design
- Community involvement
- Differentiation
- Universal Design for Learning
- Assessment diversification
- Growth mindset
- Technology applications
- Diversity (all kinds) and/or Identity
- Parental inclusion
- Restorative justice in discipline
- Social-Emotional Learning
- Classroom design
- Inclusive practices and materials
- Student Engagement
- Co-teaching a unit or class
- Brain development

Process to determine goal (upload to SFS)
- Determine what impact you want to have as a result of this learning.
- Explain why this goal is important to you.

Resources Needed

Possibilities may include, but are not limited to:
- Book study

- Webinars
- Conferences
- Classes
- Professional publications
- Workshops
- Committee participation
- Training in a specialty area
- Professional collaboration with colleagues, coaches, researchers, or administration

Process to determine needs to facilitate foundational learning (upload to SFS)
1. What will you need to access in order to facilitate your exploration and learning?
2. When and where are those resources available?
3. Will you need assistance to access them? If so, what kind of help do you need?

COMPLETION TO THIS POINT CONSTITUTES AN
INEFFECTIVE **RATING FOR CYCLE 3**

Step 2: Exploration and Learning Process

Explore
Possibilities may include, but are not limited to:
- Taking a class in a content area or about learning theory for application to your teaching
- Marrying a personal area of passion or expertise with subject matter
- Exploring a learning or school culture initiative on a committee
- Studying a topic in-depth
- Examining learner engagement
- Researching to write for publication

Process
1. Document your learning process (in list format) as it unfolds on your downloaded copy of the [Independent Teacher Growth Project template](#).
2. Revise and/or focus your learning goal and add to resources as needed.
3. Do not submit anything to SFS for Step 2.

COMPLETION TO THIS POINT CONSTITUTES A
NEEDS IMPROVEMENT **RATING FOR CYCLE 3**

Step 3: Application of Learning

Possibilities may include, but are not limited to:
- Designing new curriculum for an existing class or to start a new class
- Redesigning a unit or curriculum around project-based learning or other learning theory
- Implementing a learning or school culture initiative
- Writing curriculum for a subject area or putting it in online format or adding in technology tools
- Creating a unit of study in a content area
- Establishing a new feature of the classroom or school, e.g. a classroom lending library, or a bookmobile
- Establishing a service project that serves the school or community
- Establishing a project that meets teacher or student physical, mental, or emotional needs
- Sending original article in for publication

Process:
1. Document your plan in action. Provide a list of steps you implement as a result of your exploration and learning on the Independent Teacher Growth Project template. Submit to SFS only if you will not move on to Step 4.
2. Submit artifact(s) to SFS that may include, but are not limited to:
   a. snapshots
   b. scope and sequence or other documents
   c. videos
   d. audio recordings
   e. student products
   f. stakeholder emails
   g. a portfolio
3. **NOTE: Stopping at this step 3 will result in an EFFECTIVE (NOT highly effective) rating.**

COMPLETION TO THIS POINT CONSTITUTES AN
***EFFECTIVE* RATING FOR CYCLE 3**

Step 4: Evidence of Lasting Impact

Possibilities may include, but are not limited to:
- student data
- collaboration/sharing with colleagues
- presentations at state or national professional organizations or conferences
- a school-wide initiative
- a community initiative
- publication of an article
- presentations to department, grade level, building staff and/or school board

Process:
1. Document the outcomes or ripple effects of your implementation by writing a summary paragraph on the [Independent Teacher Growth Project template](#).
2. Submit evidence of lasting impact as an artifact to SFS before Spring Break. Artifact may include, but is not limited to:
   a. Up to one page, double-spaced, 12 point font reflection
   b. PowerPoint/Google Slides presentation
   c. Snapshot of a published item or program
   d. Chart or graphic representation of data collected
   e. Emails or testimonials
   f. Video interview
   g. Product of a collaboration
3. Upload all artifacts and the completed [Independent Teacher Growth Project template](#) to SFS before Spring Break.

COMPLETION TO THIS POINT CONSTITUTES A
HIGHLY EFFECTIVE RATING FOR CYCLE 3