

Evaluation Guidebook

All Staff: Teachers, Classified, Administrators & Central Service
Last Updated Sep 2023



Evaluation
Educator Growth

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Intro: Guidelines for Performance Evaluations

The IPS Evaluation & Development Guidebook outlines the performance expectations, components, rating calculations and process to assess teacher and school/district staff performance and determine the summative evaluation rating. Additionally, this guidebook provides guidance, sets expectations, and outlines the requirements needed for any evaluator to execute a complete evaluation for any staff.

It is the responsibility of the staff member and the evaluator to ensure all required components of the evaluation are completed in accordance with the guidance provided. Incomplete components, by either party, may result in an evaluation that is finalized as Incomplete. Incomplete summative evaluations may have implications related to compensation and/or federal grant awards (Teacher Appreciation Grant).

SFS serves as the tool for documentation of the evaluation process (see [Appendix A](#)). Instructions for completing items detailed in this Guidebook are available in the [IPS Standard for Success Employee Guidebook](#).

Vision Statement for IPS Evaluations

The purpose of the IPS education evaluation system is to define and facilitate great teaching and learning.

IPS Core Commitments & Beliefs

- All IPS students can achieve their full potential, learn at high levels and graduate prepared to succeed in school, career and life.
- Effective teachers and great schools are the key to students' success.
- All IPS schools must be great places to teach and learn.
- The IPS Central Administration exists solely to support the work of teachers and schools, and must be a high-performing organization.
- IPS families and the entire Indianapolis community have a shared responsibility for student success and will benefit from this success.

Belief Statements

We believe the IPS Educator Evaluation System must:

- Be a collaborative process.
- Empower staff to continually grow and develop through differentiated supports.
- Facilitate the instructional guidance of school leaders through daily engagement in their buildings.
- Reflects an investment in teachers as the most important source of talent of IPS.

General Provisions

- All evaluation requirements outlined within the IPS Evaluation & Development Guidebook are applicable to both in-person and virtual classrooms, unless explicitly differentiated.
- All staff shall be evaluated annually and provided growth opportunities throughout the year.
- All teachers and administrators will be assigned a primary evaluator and a secondary evaluator, though any administrator can do a teacher observation.

- > A teacher who is an IEA member may be afforded Association representation if they so choose during the evaluation process.
- > Modifications to these guidelines will be discussed with teacher representation per IC: 20-29-6-7. The Teacher Evaluation and Development Steering Committee will meet annually (at a minimum) for the sole purpose of evaluating teacher evaluation and development of guidelines and procedures. Additional revisions will take place as necessary and at the request of either teacher representation or administration. Information on this plan will be kept in Standards for Success (SFS) and any changes to the plan will be communicated via email and reflected in the latest version on SFS.

Teacher Performance Evaluation Components

Indiana Law requires IPS to evaluate all certified staff annually with rigorous measures of effectiveness and give each staff member a designation in one of four rating categories: Highly Effective, Effective, Improvement Necessary, Ineffective.

Highly Effective	Effective	Improvement Necessary	Ineffective
4.0 – 3.5	3.49 – 2.5	2.49 – 1.75	1.74 - 0

All certified evaluations include multiple measures — as required by law — at the same percentages, with a few exceptions. The IPS performance components, which fulfill the state’s requirements, include the Danielson Performance Rubric, to indicate the target growth and performance for students; a Standardized Measure, an assessment specific to the teacher’s subject area; a Focused Initiative, developed by the school or department leader; and a Professional Growth Goal, developed by the teacher. The percentages for each measure is shown in the Teacher Groups table below.

Teacher Groups and Rating Overview

Group 1: Most Classroom Teachers, including related arts and SPED Inclusion; Building Instructional Coaches; Social Workers; Counselors; Graduation Coaches			
Danielson Rubric	Standardized Measure	Focused School Initiative	Professional Growth Goal
52.5%	22.5%	12.5%	12.5%

Group 2: Special Program Teachers (Newcomer, PSA, ARCHES), SPED Preschool and Nonpublic Services, Autism Teachers, Life Skills Teachers, Interventionists, Special Education Low Incidence Teachers, Speech Language Pathologists, District-Level Coaches, Lead Generalist, Central Compliance Monitors, School Psychologists, and Nurses. <i>Additional details for staff in Group 2 are in Appendix B.</i>		
Danielson Rubric	Focused School/Program/ Department Initiative	Professional Growth Goal
50%	40%	10%

Group 3: Multi-Classroom Leaders (MCLs) and Expanded Impact Teachers (EITs)* <i>Details about evaluation components are in Appendix D.</i>		
Danielson Rubric	Standardized Measure	Professional Growth Goal
53.3%	33.3%	13.4%

- * MCLs will be evaluated on the revised Instructional Coach rubric.
- * Expanded Impact Teachers will utilize the Teacher Effectiveness rubric.

Group 4: Less than 120-day Teacher*
Danielson Rubric
100%

* Applicable to teachers hired with less than 120 days left in the school year (11/10/23), or who plan to be on leave for more than 72 days.

Group 5: Administrators
Danielson Rubric

100%

Group 6: Nonpublic Title & Innovation Teachers*

Details for Initiative for staff in Group 6 are in [Appendix B](#).

Danielson Rubric	Standardized Measure	Focused School/ Program Initiative	Professional Growth Goal
50%	20%	20%	10%

* Teachers at Innovation schools that serve in roles listed in Group 2, will be in Group 2.

Teacher Evaluation Process and Timeline Overview

Instructions for [viewing your Checklist in SFS \(to find your required evaluation items\)](#) are here.

ACTION	DESCRIPTION	DEADLINES
Evaluation Process Review/ Training	<p>All certified teaching staff will receive an initial evaluation training through the IPS Learning Portal. The training will review the evaluation rubric, process and expectations for the new school year as well as Standard for Success (SFS).</p> <p>Staff will be required to complete the training assignment by the close of the first few weeks of the 23.24 school year.</p>	September 1
Teacher Goals Entered into Standard for Success	<p>Teachers will enter their applicable goals into SFS for evaluator review and approval prior to a goal-setting conference.</p> <p>Note: Staff members hired after September 1 and on or prior to November 9, all required goals should be set and entered in Standard for Success. Staff hired on or after November 10, will be in Group 4 and only evaluated on the Danielson Rubric.</p>	September 1
Initial Goal-Setting Conference	<p>Fall meeting with teacher and evaluator to ensure evaluation process and measures (Focused Initiative and Standardized Measure) are discussed, and the teacher has an opportunity to receive feedback on their Professional Growth Goal. Goals are entered and approved in SFS as evidence of the meeting.</p> <p>Note: If staff members are hired after September 22 and on or prior to November 9, a goal-setting conference and related goals should be set. Staff hired on or after November 10, the team member will be in Group 4 and only evaluated on the Danielson Rubric.</p>	September 22 Evaluators review & approve goals and hold conferences with staff.
Observations	<p>A combination of six (6) observations will be completed throughout the school year; three (3) for the Fall semester (one long and two minis) and three (3) for the Spring semester (one long and two minis). Observations must be completed each semester by the listed deadlines.</p> <p>Mini-Observations: Four (4) observations (two for Fall semester and two in the Spring, at least two weeks apart). The evaluator will hold a debrief conversation with any teacher struggling in a domain. A teacher may also request a debrief discussion.</p> <p>Long Observations: One (1) observation during the Fall semester and one (1) during the Spring semester. An in-person observation debrief conversation is held after the long-observation.</p>	<u>Fall Semester</u> September 29 November 3 December 15
		<u>Spring Semester</u> February 9 March 21 May 10
Conferences	<p>Two conferences must be completed each semester by the listed deadlines. Conferences are held with staff in roles deemed ‘not easily observable,’ in lieu of observations.</p> <p>Reference the Evaluative Evidence section for a full list.</p>	<u>Fall Semester</u> November 3 December 15
		<u>Spring Semester</u> March 1 May 10
Artifacts Submitted	<p>Teachers submit artifacts to illustrate effectiveness for indicators that are difficult to observe. Teachers are required to submit artifacts as evidence for indicators within Domains I and IV.</p>	May 3

ACTION	DESCRIPTION	DEADLINES
	<p>Reference the Evaluative Evidence section for a full list.</p> <p>Note: Artifacts are not required for staff on the Novice Teacher Rubric.</p>	
Teacher Goals Updated	<p>Professional Growth Goal: Teachers submit applicable data/evidence of effectiveness/achievement of their goal.</p> <p>Standardized Measure: Teachers submit the applicable growth tracker with student data. Growth Tracker templates can be found here and in SFS under the 'Docs/Links' tab..</p>	<p>May 20</p>
Preliminary Summative Debrief	<p>Spring meeting to discuss cumulative evidence of growth, outcomes of school and Professional Growth Goals and overall EER rating.</p>	<p>May 24</p>

*It is a minimum expectation that these deadlines are met.

Danielson Performance Rubric

The Danielson Performance Rubric serves as the basis for the evaluation and development process and illustrates the benchmark for good instruction and professional practice for all teachers throughout the year.

The domains measured include:

- > Planning and Preparation
- > Classroom Environment
- > Instruction
- > Professional Responsibilities

Evaluators will observe and provide feedback based upon these four domains throughout the year. A performance indicator or score will be assigned for each domain at the end of the year. This score will be based on all evidence collected throughout the year. **Summative rubric ratings are based on growth over time.**

While most staff will use the [Teaching Rubric](#), special roles will use:

- > Novice Teacher Rubric (for first-year teachers)
- > Coaching Rubric (for instructional coaches, including Multi-classroom Leaders)
- > Media Specialist Rubric
- > Nursing Rubric
- > School Psychologist Rubric
- > School Counselor Rubric (for counselors and graduation coaches)
- > School Social Worker Rubric
- > Therapist Rubric (for Speech Language Pathologists (SLP) and Occupational & Physical Therapists (OP/PT))

Standardized Measures

Standardized Assessments

One of the **measures** used in certified staff evaluations will be a standardized measure of student achievement/ growth. Below helps to outline the measure for each staff member, along with the target expectations for student growth.

Please review the overview below and the detailed pages (See [Appendix C](#)) that align with your content area/grade level.

Instructions for [adding the Standardized Measure in SFS are here](#).

General Guidance

The table in [Appendix C](#) outlines the assessments certified staff will administer to their students and the results will be used for their standardized assessment. If you have any questions regarding the assessment indicated, please connect with your school leader first. If additional support is needed, email the [Professional Learning team](#).

- > **Teachers who use NWEA:** Please note you are not setting the projected NWEA Growth Target; rather, this is calculated by NWEA based on national percentiles of different levels of achievement and growth. To find the students' Projected Growth Target, please follow [these instructions](#).
- > **Special Education inclusion teachers** are accountable for all students in classrooms where they teach; Special Education teachers that co-teach, are also tied to students in the content area they teach.
 - Co-teaching means that special education teachers are accountable for all students in classrooms where they co-teach. Special Education teachers are expected to co-teach with their general education colleagues. This means full accountability for both teachers on the student outcomes of all students in the class.
 - Students with accommodations should continue to receive those accommodations on all standardized assessments.
- > **Teachers who use a District Assessment**, all pre and post assessments are located in [Schoolology](#).
 - The pre-assessments will be available the first day of each semester.
 - The pre-assessments should be given to students within the first 20 days.
 - For semester-based courses post-tests will be available two weeks prior to the end of the Fall or Spring semester.
- > **Secondary teachers** must pick one (1) course to test, using the district assessment. Note: All students within the course or section should be tested, **not just one class**. Example: If a teacher teaches three Algebra 1 classes and two Algebra 2 classes, they may test just the Algebra 1 classes, but must use the district assessment for all three Algebra 1 classes.

Growth Trackers

Under the Docs/Links tab in Standard for Success, you can access a Growth Tracker to track student growth, for the assessment outlined in the table below.

- > NWEA Tracker should be used to track NWEA data only for all but secondary educators.
- > Alternative Growth Tracker should be used for teacher created assessments.

Using the Growth Tracker

- > Enter the students and their scores for the pretest score sheet. This will create growth targets for each student. Once your posttest scores are entered, the sheet will automatically calculate the total number of students who met their growth targets.
- > For high school teachers with semester-based courses you have to pick one section for each semester. To calculate your overall growth metric, you will add the total number of students that met their growth target from the first semester and second semester. The sum is divided by the total number of students who took the assessment in the first and second semester.

- > **Example:** If semester number one you taught Sociology and you had a total of 20 students out of 30 meet their growth target, and second semester you taught Psychology you had a total of 25 students out of 35 meet their growth target.
 - $20+25=45$ (total students who meet their growth target)
 - $30+35=65$ (total number of students tested)
 - $45/65 \times 100 = 69.2\%$ of students met their growth target
- > If using a combination of tests (for example NWEA Math & NWEA ELA):
 - Use the NWEA Tracker and list your students twice (once for ELA score and once for Math score). It will generate a total percentage of students who met the growth target.
- > If you do not use NWEA, you'll need to use both growth tracking sheets. ELA assessment results will go on the alternate growth tracker, and math assessment results will go on the pre/post growth tracker. To calculate the number of students that meet growth targets on both tests, simply add the number of students who met their targets from both exams and divide by the total number of students who took each test. Or you could add your math results from the growth pre/post tracker to the alternate growth tracker and just list your students twice, as you would if you used NWEA and then it will do the calculation for you.
 - **Example:** If 16 of 24 met their growth target on the ELA assessment, and 18 out of 24 met their math targets, you had 34 out of 48 students meet their growth targets.
 - $16+18=34$ (total students who meet their growth target)
 - $24+24=48$ (total number of students tested)
 - $34/48 \times 100 = 70.8\%$ of students met their growth target
- > Post-testing should only be administered one time (i.e. Students should not be given any opportunity to make corrections. Please reference ethical testing guidelines).
- > NWEA tests should be administered one time each testing window unless a student did not receive appropriate accommodations. Before any NWEA test is given a second time, the Assessment Division must be contacted

Focused Initiative (School, Program or Department)

School Leaders (or Department Leaders, when applicable) will set the Focused Initiative (school, program or department) and share the goal with applicable staff.

Instructions for [adding the Focused Initiative in SFS are here](#).

Criteria for Focused School/Department/Program Initiative*

- > Identified school initiative is in alignment with the school plan (formerly school improvement plan).
- > Measurable by goal review date and a goal the staff in the building can collectively impact.
- > A school-wide focus for the year: student behavior or culture, student outcomes, parent engagement, professional learning communities, etc.
- > Rigorous and based on data.
- > Approved by the principal's supervisor.
- > Scored in SFS for all staff by evaluator at once.

*Applicable to staff in Group 2: If you serve multiple buildings, your supervisor will develop the appropriate Focused Initiative. See [Appendix B](#) for details about the Focused Initiative for staff in Group 2 and 6.

Focused School/Department/Program Initiative Examples:

- > We will increase graduation rates to 70%.
- > We will increase ECA success rates by 10%.
- > We will reduce course failures by 25%.

Scoring the Focused School/Department/Program Initiative

School Leaders (or Department Leaders, when applicable) will monitor progress toward meeting/exceeding the Focused initiative. A rating will be awarded to applicable staff at the end of the school year, based on progress toward meeting the initiative.

Professional Growth Goal

Instructions for [adding your Professional Growth Goal in SFS are here](#).

Criteria for Teacher Professional Growth Goal:

- > Developed by the teacher by September 1.
 - If staff members are hired after September 1, but on or prior to November 9, a goal-setting conference and related goals should be set.
 - If staff are hired after November 9, the team member will be in Group 4 and only evaluated on the Danielson Rubric.
- > Focused on enhancing their skills/ability to be successful in their role and/or building.
 - Examples include: skill identified in observation feedback, rubric component, based on district focused professional development, classroom culture, peer collaboration, leadership development, parent engagement, etc.
- > In alignment with the school plan.
- > Is rigorous and based on data; **follows the [SMART Goals format](#)**.
- > Impacts classroom effectiveness.
- > Goal and evidence required (such as attendance sheets, data, etc.).
- > Goal completed by review deadline.

Professional Growth Goal Examples:

- > Due to the changing student demographic at our school, I will complete a basic conversational skills Spanish class, and make 4 home visits to more directly connect with Spanish speaking parents.
- > I will increase family involvement in my classroom this year by 40 percent as measured by Fall and Spring attendance in classroom events.

Updating Information and Scoring Professional Growth Goals

At the end of the year, **teachers** must submit evidence (within SFS) of their progress toward meeting their Professional Growth Goal. **Evaluators** will review and score, based on the evidence submitted by the teacher.

Rubric Used to Assess Professional Growth Goal

Highly Effective	Effective	Improvement Necessary	Ineffective
Met and exceeded goal	Goal met	Part of the goal was met	Did not meet the goal

School Accountability Metrics

These goals are set by the district and focus on academic outcomes for students at each building. A summative score of all metrics in the School Accountability Metrics framework will be inputted into SFS for all staff, based on the school's overall performance.

**The School Accountability Metrics will be revised for the 24.25SY to create better vertical alignment with the district scorecard and have the opportunity to increase alignment to state and federal accountability.*

Teacher Performance Expectations Rubric

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

Teacher Performance Expectations		Highly Effective	Effective	Improvement Necessary	Ineffective
Domain I: Planning & Preparation	I-a. Demonstrating Knowledge of Content and Pedagogy	4	3	2	1
	I-b. Demonstrating Knowledge of Students	4	3	2	1
	I-c. Setting Instructional Outcomes	4	3	2	1
	I-d. Demonstrating Knowledge of Resources	4	3	2	1
	I-e. Designing Coherent Instruction	4	3	2	1
	I-f. Designing Student Assessments	4	3	2	1
DOMAIN TOTAL SCORE =					
Domain II: Classroom Environment	II-a. Creating an Environment of Respect and Rapport	4	3	2	1
	II-b. Establishing a Culture for Learning	4	3	2	1
	II-c. Managing Classroom Procedures	4	3	2	1
	II-d. Managing Student Behavior	4	3	2	1
	II-e. Organizing Physical Space	4	3	2	1
DOMAIN TOTAL SCORE =					
Domain III: Instruction	III-a. Communicating with Students	4	3	2	1
	III-b. Using Questions and Discussion Techniques	4	3	2	1
	III-c. Engaging Students in Learning	4	3	2	1
	III-d. Using Assessments in Instruction	4	3	2	1
	III-e. Demonstrating Flexibility and Responsiveness	4	3	2	1
DOMAIN TOTAL SCORE =					
Domain IV: Professional Responsibilities	IV-a. Reflecting on Teaching	4	3	2	1
	IV-b. Maintaining Accurate Records	4	3	2	1
	IV-c. Communicating with Families	4	3	2	1
	IV-d. Participating in a Professional Community	4	3	2	1
	IV-e. Growing and Developing Professionally	4	3	2	1
	IV-f. Showing Professionalism	4	3	2	1
DOMAIN TOTAL SCORE =					

Additional Measures of Performance			Highly Effective	Effective	Improvement Necessary	Ineffective
Goals	Personal Growth Goal	10%	4	3	2	1
	School Accountability Metrics*	10%	4-3.5	3.49-2.5	2.49-1.75	1.74-0
	Focused Initiative	10%	4	3	2	1
	Standardized Measure	20%	4	3	2	1
STANDARDIZED MEASURE & GOALS SCORE =						

Teacher Rating Calculations

The following tables illustrate how a summative rating is calculated for most teachers (Group 1). Each domain is scored and weighted. An overall rubric score is weighted, and then each additional measure is scored and weighted.

	Score	Weight	Weighted Score
Domain I		x .10	
Domain II		x .40	
Domain III		x .40	
Domain IV		x .10	
(TOTAL) x.525 =			Weighted Score
Standardized Measure		x .225	
Focused Initiative		x .125	
Professional Growth Goal		x .125	
TOTAL =			

This evaluation provides focused development support to teachers. Teachers will receive a final rating based on a rubric score, focusing on the four (4) domains; Domains are scored and weighted. An overall rubric score is weighted, and each additional measure is scored and weighted.

Additional Teacher Rating Calculations

Novice Teachers (First Year Teaching)

This evaluation provides focused development support to teachers in their first year of teaching. First-year teachers will receive a final rating based on an abbreviated rubric score, focusing primarily on three (3) indicators within each domain for Domain II: Classroom Environment and Domain III: Instruction. The domains are scored and weighted as well as additional measures, and the overall rubric score is weighted.

To provide more focused coaching and support to teachers in their first year of teaching, the Danielson Rubric has been abbreviated to focus on six (6) foundational indicators within Domain II: Classroom Environment and Domain III: Instruction.

Only new teachers to the profession should be on the Novice Teacher Rubric. Upon completion of their first year of teaching, new teachers will be evaluated on the full Teacher Evaluation Rubric and responsible for all components of the Evaluation and Development Process, including artifact submissions.

Domain II: Classroom Environment

- II-a: Creating an Environment of Respect & Rapport
- II-c: Engaging Students in the Learning
- II-d: Managing Student Behavior

Domain III: Instruction

- III-a: Communicating with Students
- III-c: Engaging Students in the Learning
- III-d: Using Assessment in Instruction

Novice Teacher Rating Calculations

This evaluation provides focused development support to teachers in their first year of teaching. First-year teachers will receive a final rating based on an abbreviated rubric score, focusing primarily on three (3) indicators within each domain: Domain II: Classroom Environment and Domain III: Instruction. Domains and any additional measures are scored and weighted, and an overall rubric score is weighted.

Artifacts are not required for teachers on the Novice Rubric. Only teachers in their first year of teaching without prior experience should be evaluated on the Novice Teacher Rubric. Given that the primary focus of novice teachers is limited to indicators in Domains II & III, artifacts for Domains I and IV are not required. Upon completion of the first year of teaching, new teachers will be required to submit artifacts as evidence for Domain I & IV, as required of other teachers in evaluation groups.

	Score	Weight	
Domain II <ul style="list-style-type: none"> II-a: Creating an Environment of Respect & Rapport II-c: Managing Classroom Procedures II-d: Managing Student Behavior 		x .50	
Domain III <ul style="list-style-type: none"> III-a: Communicating with Students III-c: Engaging Students in Learning III-d: Using Assessment in Instruction 		x .50	
(TOTAL) x.525 =			
Standardized Measure		x .225	
Focused Initiative		x .125	
Professional Growth Goal		x .125	
TOTAL =			

Less Than 120-Day or Non-Qualifying Evaluation

The following table illustrates how a summative rating is calculated for teachers in Group 4 (less than 120 days). Each domain is scored and weighted.

This evaluation provides development support to teachers who are not present the entire year (i.e., late hires or out on leave for an extended part of the year, resulting in less than 120 work days). Teachers will receive a final rating based on rubric scores only and will not receive additional compensation due to this final rating.

Staff hired after November 9, 2023 will be placed in Group 4 upon hire. Staff work 192 days in the school year, so a leave of 72 or more days would qualify staff for Group 4. School leaders will notify the [Professional Learning Team](#) of staff out on extended leave that should be moved to Group 4.

	Score	Weight	Weighted Score
Domain I		x .10	
Domain II		x .40	
Domain III		x .40	
Domain IV		x .10	
TOTAL =			

Designation Through Rubric Only

A Qualifying Evaluation refers to an evaluation of a teacher who has attended a minimum number of days required for the evaluation (120 days) to be considered for any additional compensation resulting from the collective bargaining process. Staff hired after November 9, 2023 will be evaluated as 'rubric only' (Group 4). Staff that leave before February 6th will not have worked 120 days and should also be put in group 4. If you have a certified staff member that goes on FMLA or out for an extended period (72+ work days), please reach out to the professional learning team to ensure they will have worked 120 days. This impacts salary and TAG.

Unplanned Leave

If an unplanned extended leave is necessary and the teacher's data measures are no longer appropriate, an evaluation shall be completed using only the Danielson Rubric (EER), as noted in the chart below.

If the teacher's unexpected illness or absence prevents a principal from completing at least one long observation and one mini observation, the evaluation shall be declared incomplete.

Days Present	Evaluation Process
120+ days	No change — as prescribed.
46–119 days	Summative rating based upon rubric (EER) only (100%). The rubric score will include data from at least two observations with a minimum of 30 days in between. The teacher will not be eligible for raises the following year (does not qualify as year of service).
0–45 days *Starting after 3/18/24*	Observations can/should happen, but the Summative Evaluation will be declared incomplete for the school year. The teacher will not be eligible for raises the following year (does not qualify as year of service).

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

Nonrenewal/Cancellation of Contract

The range for an Ineffective rating on the Summative Evaluation is between a score of 0.0 and 1.749 out of the total 4.0 points possible. When the summative score will result in an Ineffective rating for the teacher and the teacher is up for cancellation of contract or nonrenewal, evaluations may be finalized through a rubric score only.

Evaluative Evidence & Requirements

Evaluative evidence provides documentation of a teacher's attainment of performance expectations and identifies targeted areas for professional growth. All evaluative evidence will be documented within the Standard for Success (SFS) platform.

Note: The evaluative evidence outlined below is applicable to both in-person and virtual classrooms, unless explicitly differentiated.

Initial Goal-Setting Conference

This conversation should occur early in the Fall semester to set the tone for observations and feedback for the school year. If a teacher taught at the same building last year, this may be an opportunity to review their previous ratings/feedback, consider how they would like to grow professionally and determine how they could be supported by evaluators in the coming year.

During this conference, the **teacher** will:

- > Ask clarifying questions regarding the evaluation process and expectations for the year
- > Define your **Professional Growth Goal** and share it with your evaluator for review.
- > Communicate your expectations for support from your primary evaluator.
- > Ensure SFS is set up correctly with an accurate rubric and group for your position.
- > Enter all applicable goals in SFS as evidence of the meeting.

During this conference, the **evaluator** will:

- > Review the evaluation process and expectations for the year.
- > Discuss the applicable goals.
 - **Focused Initiative** (School, Program or Department) and share the **School Accountability Metrics** for the year, when relevant.
 - **Professional Growth Goal(s)**.
 - **Standardized Measure** (if applicable).
- > Ensure SFS is set up correctly with an accurate rubric and group for the teacher's position.
- > Review and approve teacher's goals in SFS; this will serve as evidence of the meeting.
- > When applicable, Growth Plans and Performance Improvement Plans are established.

Observations

Instructions for [viewing your Observations in SFS](#) are located [here](#).

A visitation by the evaluator (unannounced or scheduled) to observe any of the rubric domains. There are two types of observations - a long observation and a mini observation. A combination of six (6) observations will be completed throughout the school year; three (3) for the Fall semester (two minis & one long) and three (3) for the Spring semester (two minis & one long). **There should be a minimum of two weeks between observations.**

Note: School-based instructional coaches do not fall into the 'not easily observable' roles. They should receive six (6) observations, as outlined above.

Fall Semester*	Spring Semester*
September 29	February 9
November 3	March 21
December 15	May 10

***Note:** Observation requirements may be adjusted based on the hire date of the staff member. If a staff member is hired after an observation completion date, all future observations will be required.

Long Observation

A visitation by the evaluator (unannounced or scheduled), lasting at least 20 minutes to observe any of the rubric domains and commonly referred to as the 'long-observation.' If the teacher is on a Professional Improvement or Growth Plan, additional observations are required to provide feedback on development and growth.

- **Requirement:** Feedback is to be shared after each long observation, at a minimum. Teachers should receive feedback within three (3) days of the long observation. All feedback should be documented by the evaluator within SFS. Feedback should be shared 'live' either over the phone, through teams, or an in-person meeting.
- **Requirement: Two** long observations are required for the school year. One long observation will be completed during the Fall semester and the second observation done during the Spring Semester.

Mini Observation

A short unannounced visitation by the evaluator, typically lasting 5-10 minutes (but no more than 19 minutes) to observe the teacher in any of the rubric domains. More frequent, shorter snapshots are an effective way to gather evidence for a Summative Evaluation and provide feedback to foster professional growth. A secondary evaluator may conduct at least one mini observation for every teacher to ensure teachers get feedback from multiple observers, when possible.

- **Requirement:** Teachers receive at least four (4) mini observations throughout the year; two (2) for the Fall semester and two (2) for the Spring semester - but more are recommended. All feedback should be documented by the evaluator within SFS.

Walk-Throughs

A non-evaluative short visit, typically 3-5 minutes, and only used for coaching and informal feedback that is not part of the formal evaluation process.

- Walk-throughs should be documented and saved in SFS.
- Teachers should receive feedback within three days of the observation or walk-through.

Observer Qualifications and Training

Evaluators in IPS can be any administrator who has been trained on our rubric, process and platform. All teachers will be assigned a primary evaluator, but may also receive feedback from a secondary evaluator where possible on at least one mini observation. Summer and Fall training will be offered for all new evaluators. Ongoing professional development will be offered at principal and assistant principal meetings throughout the year that focus on observation norming, rubric expectations and skills in providing effective feedback. Evaluation & Development Teacher Leaders will work to ensure effective communication directly to teachers on these processes, as well as develop tools and resources for professional development throughout the year (which go through district discussion).

Observation Debrief

Observation debriefs are required after each long-observation and if the teacher receives an 'improvement necessary' or 'ineffective' ratings within any domain, following any observation (Mini or Long).

Following the completion of each long-observation, the evaluator is responsible for holding the observation debrief within **three business days** of the observation. Feedback discussed during the debriefing must be documented by the evaluator in SFS.

The observation debrief is a 'real-time' conversation (in-person or virtually) between the evaluator and teacher. During this time, they will discuss and review what was observed during the observation (long observation or the observation resulting in low performance marks). Feedback discussed during the debriefing must be documented by the evaluator in SFS.

During this time, they will discuss and review what was observed during the observation (long observation or the observation resulting in low performance marks).

At the debrief, the **teacher** and **evaluator** will:

- > Review all performance expectations.
- > Discuss practices that were performed at a high level.
- > Review pieces of evidence/artifacts that can be utilized to document performance expectations.
- > Review any specific performance expectation(s) not met as well as necessary improvement to improve the level of performance.
- > Discuss resources and guidance to assist with goal-setting.
- > Answer questions and clarify any expectations.

Instructions for [viewing your Observations in SFS are located here](#).

Note: Teachers who are members of the IEA, you may request representation at this meeting to assist with improvement planning.

Conference

Teachers in 'not easily observable' roles will conference with the evaluator, in lieu of observations. During each conference the evaluator and teacher will discuss performance, evidence, strengths and growth goals. Conferences will be documented in SFS. *These conferences do not include the goals setting conference or the end-of-year summative debrief.*

- > **'Not Easily Observable' roles include:** District-Level Instructional Coaches/Specialists, Social Workers, Counselors, Graduation Coaches, Speech Language Pathologists, Occupational Therapists, Physical Therapists, School Psychologists, Nurses, Central Compliance Monitors, Special Education Low Incidence Teachers (blind, low vision, deaf/hard of hearing, audiology, and orthopedic therapists).
 - **Note:** School-based instructional coaches **do not** fall into the 'not easily observable' roles. They should receive six (6) observations. Refer to the Observation section on page 9.
 - **Note:** If there is a staff member whose role is **not** named in the 'Not Easily Observable' roles, they and they believe they should be, please connect with the Professional Learning team to make adjustments from observations to conferences due to the nuances of their role.
- > **Requirement:** Teachers in 'not easily observable' roles will have four (4) conferences throughout the year; two (2) per semester. A conference must be completed by each deadline below. **Reminder:** These conferences do not include the goals setting conference or the end of year summative debrief.

Fall Semester*	Spring Semester*
Goals Setting Conference (Sept 22) November 3 December 15	March 1 May 10 Summative Debrief (May 24)

***Note:** Conference requirements may be adjusted based on the hire date of the staff member. If a staff member is hired after an observation completion date, all future observations will be required.

Artifacts

Evidence submissions for Danielson Rubric indicators that are difficult to observe. The submission of artifacts helps illustrate the teacher's ability to affect good instruction for indicators not easily seen during an observation.

Note: Artifacts are not a requirement for teachers on the Novice Teacher Rubric.

[Instructions for uploading artifacts into SFS are located here.](#)

- **Requirement:** Teachers must submit artifacts for each indicator within Domains I and IV.
- An artifact can be used for more than one indicator. Teachers are encouraged to submit artifacts that pertain to various indicators, rather than a single artifact for each indicator within Domains I and IV.
- No more than 12 total artifacts may be submitted .
- The evaluator will review and approve (or disapprove) the teacher's self-rated artifacts.

Feedback

Ongoing dialogue between the evaluator and teacher regarding performance expectations and performance exhibited or observed. Feedback can include conversations on expectations, constructive suggestions/feedback to improve, praise, development opportunities, etc., with the overall spirit and intent for the teacher to grow and improve their practice.

- **Requirement:** All feedback should be documented by the evaluator within SFS. Feedback is to be shared after each long observation, at a minimum. Teachers should receive feedback within three (3) days of the long observation.
 - A teacher receiving an Improvement Necessary or Ineffective rating within any domain, following an observation, is required to have a debrief meeting that will be initiated by the evaluator.
- **Optional:** Based on the written feedback, teachers may request a debrief conversation within 10 days of the mini observation (Please reference "Observation Debrief" above, for requirements).

Evidence of Overall Growth for Summative Evaluations

It is important to note that evidence across the year **is not averaged**. Rather, evaluators are looking for growth over the year and improvement in scores and evidence as the year progresses.

- **Requirement:** Evaluators completed an End-of-Year Summative Debrief with each certified team member to review their overall performance and effectiveness rating. Final ratings will be documented within Standard for Success (SFS).

Summative Debrief

The primary evaluator will schedule an End-of-Year Debrief conversation with all teachers to discuss summative results.

The debrief conversation will include:

- All performance expectations and the final EER score.
- Outcomes of all evaluation initiatives.
- Encouragement for the teacher to continue with practices that earned Effective and Highly Effective ratings.
 - This conversation should acknowledge some of the teacher's strengths or achievements that led to Effective and Highly Effective ratings and include a final "stay" discussion.
- Answering questions and clarifying the reason(s) for the overall performance level.

Teacher Submissions of Student Achievement

Prior to the preliminary summative debrief, teachers are to submit their data/documentation of student achievement, as outlined in this guidance (See [Appendix C](#))

Prior to submitting scores for standardized measures, teachers must acknowledge that all protocols and expectations were followed with respect to assessment security, 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 Standardized Measure.

Improvement Necessary or Ineffective Final Rating

If the teacher's overall rating is determined to be Improvement Necessary or Ineffective, the evaluator will discuss all the above and:

- Review the teacher's evaluative recommendation for the next school year (i.e., Renewal and Performance Improvement Plan or Nonrenewal).
- Ensure the electronic date and signature in SFS is completed to provide evidence of the debrief.
- Convey that a certified staff member can request a meeting with the superintendent after the staff member receives a cancellation or nonrenewal of contract notice (IC 20-28-7.5.2). The superintendent or a designee must hold this conference with the certified staff member within 10 days of the receipt of this request.

Growth & Performance Improvement Plan Guidance

A Growth Plan will be developed if, during the debrief, it is determined that there is a significant lack of proficiency in any domain area or specific staff performance competency expectations have been rated as Improvement Necessary or Ineffective. The supervisor will schedule an additional meeting with the staff member to develop a growth plan in SFS.

Note: Anyone can request representation if you are a member of IEA or AFSCME at this meeting to help develop the performance plan.

Please note: It is common practice to put employees/staff members through a growth plan prior to completing a Performance Improvement Plan.

Growth Plans

This plan will document and implement the following:

- Identify and review the specific performance expectations not being met.
 - Focused improvement areas should be limited to no more than two (2) indicators, during the 4-6 week timeline.
- Specify what is needed to improve the level of performance as shown.
- Provide suggestions, resources, strategies and support that the staff member may use to improve performance.
- Provide timelines of 4–6 weeks for the staff member to follow when addressing performance expectations, ensuring the staff member has reasonable time to show improvement. The supervisor will also document coaching conversations throughout.

The evaluator is to maintain robust documentation of ongoing observations/walkthroughs and feedback provided to the staff member to promote improvement throughout the duration of the plan. Documentation of progress should be maintained and uploaded to SFS. By developing Growth Plans based on observed evidence, the evaluator is making a direct link between the professional development of administrators, teachers, and professional learning.

Completion of Growth Plan

The completion of the growth plan is to be documented within SFS. If the staff member does not successfully complete the growth plan, additional growth plans may be developed to continue providing opportunities for the teacher to grow and improve performance. All subsequent growth plans are to be developed and maintained within SFS.

Performance Improvement Plan (PIP)

If an employee showed a significant lack of proficiency the previous evaluation cycle and received a summative rating of *Ineffective or Improvement Necessary*, the supervisor and employee will discuss and develop a Performance Improvement Plan (PIP) during the Initial Goal-Setting Conference at the beginning of the evaluation cycle following the *Ineffective or Improvement Necessary* rating of the previous evaluation cycle.

The Performance Improvement Plan will:

- Identify and review the specific performance expectation not met.
- Specify what is needed to improve the level of performance as shown.
 - Providing specific examples of what effective performance would look like.
- Focus improvement areas on no more than four (4) indicators, at a time.
- Provide suggestions, resources, strategies and support that the staff member may use to improve performance.
- Provide timelines for the staff member to follow when addressing performance expectations, ensuring the staff member has reasonable time to show improvement (no shorter than 90 days).

Note: Anyone can request representation if you are a member of IEA AFSCME at this meeting to help develop the performance plan.

Carrying Out the PIP

The evaluator should provide ongoing observations/walk-throughs and feedback to the staff member throughout the duration of the plan; documenting progress and notes within SFS.

By developing PIPs based on observed evidence and previous summative ratings, the evaluator is making a direct link between the development of the employee and professional learning – either in the building (i.e., observing other team members, visiting classrooms, team working, book study, developing and leading school wide PD) or outside the building (e.g., district level PD, external coursework or classes, buildings or classrooms in other schools, etc.). Employees can earn PGP points through this process.

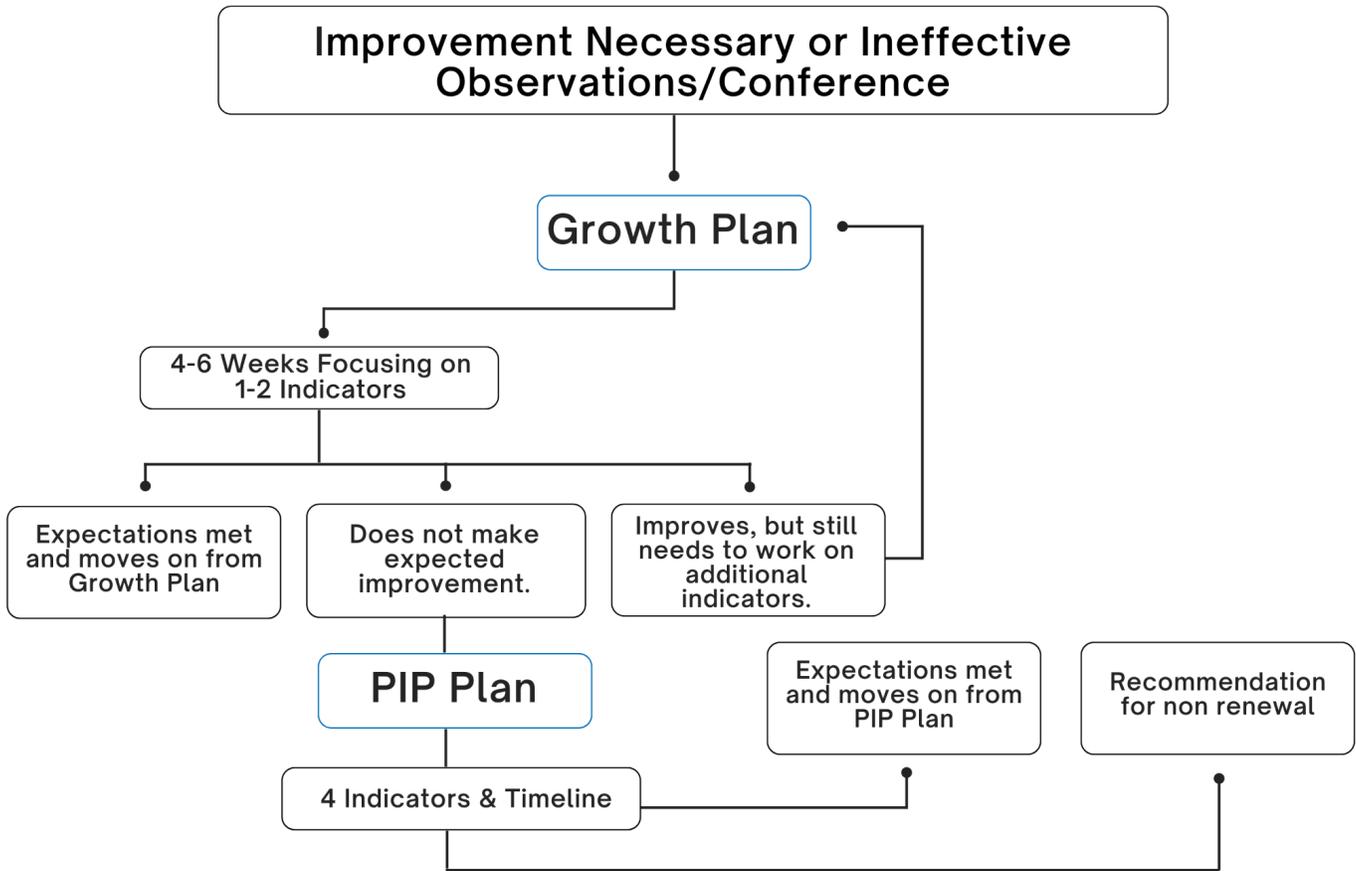
In addition to PIPs, the district will develop data reports and training for principals and supervisors to help guide building professional development, professional development plans and professional development on the district level.

Non-renewal Recommendation

At the conclusion of a Performance Improvement Plan, the evaluator will make a judgment as to whether the employee will be recommended for nonrenewal, renewal or placement on an additional PIP for the coming evaluation cycle. The judgment will be shared with the Employee. Human Resources will also provide additional information about the non-renewal process early Spring semester.

If a non-renewal recommendation is made, the evaluator should have thorough documentation and supporting evidence of ineffective performance, growth plans developed to support the employee's performance, results of growth plans, etc.

Growth & PIP Plans



Finalizing

If all required data is available for a final summative score, the evaluator may finalize evaluations in SFS and share all data. All information, including Individual Performance Indicator scores, comments and available Student Achievement and Growth Measure scores will be accessible through SFS. Finalization should be complete by May 24, 2024.

Appendices

Appendix A: Standard for Success



The *Standard for Success Teacher Training Guides* are available on the SFS website. [Click here](#) to access a guide specific to evaluation artifacts [or here to learn more about domains](#) within the Danielson Rubric. You can also [click here](#) to view directions for uploading artifacts to SFS. This platform will manage all data collection and storage and will provide administrators with analysis and reports. These reports will help inform individual, school and district professional development throughout the year.

The IPS Evaluation & Development Guidebook (this document) will also be located on SFS. Staff will be notified of any updates made to the guidelines throughout the year and the latest version will be on SFS.

All staff can access the following on SFS:

- > All rubrics
- > All forms and helpful document
- > All district-created assessments
- > Growth Tracker (pre-/post-tests)
- > Observation evidence
- > All growth and PIP plans
- > Helpful PDFs/how-to guides
- > All ratings

Appendix B: Details of Teacher Groups 2 & 6

Detailed Examples	Group 2
Alternative Education Programs	Rubric 50%, Professional Growth Goal 10%, Program Initiative 40%
District Coaches: English as a Second Language (ESL), Specially Designed Instruction (SDI), Equitable Supports, Continuum, District Content, Central Compliance Monitors	Rubric 50%, Professional Growth Goal 10%, Department Initiative 40%
Newcomer Program	Rubric 50%, Professional Growth Goal 10%, Newcomer Program Initiative 40%
Programs for Young Children (PYC)	Rubric 50%, Professional Growth Goal 10%, PYC Program Initiative 40%
School Psychologists and Nurses	Rubric 50%, Professional Growth Goal 10%, Program Initiative 40%
Specialists: Behavior, Social Emotional Specialist (SEL), Wellness	Rubric 50%, Professional Growth Goal 10%, SPED Department Initiative 40%
SPED Nonpublic Services	Rubric 50%, Professional Growth Goal 10%, SPED Nonpublic Service Initiative 40%
Teachers: Life Skills, Arches, Autism, Intensive Intervention, Low Incidence Teachers: Deaf/Hard of Hearing, Audiology, Blind, Low Vision, Orthopedic Impairments (OI)	Rubric 50%, Professional Growth Goal 10%, Program Initiative 40%
Speech Language Pathologists (SLP)	Rubric 50%, Professional Growth Goal 10%, Program Initiative 40%
Detailed Examples	Group 6
Nonpublic Title Teachers	Rubric 50%, Professional Growth Goal 10%, Standardized Measure 20%, Nonpublic Title Program Initiative 20%
Innovation Teachers	Rubric 50%, Professional Growth Goal 10%, Standardized Measure 20%, Innovation School Initiative 20%

Appendix C: Standardized Assessment Overview for Groups 1 & 6

Additional guidance on assessment criteria and data collection can be found in the subsequent pages. Schoology access codes can be found in [Appendix G](#).

Grade/Subject	Assessment Guidance
Pre-K	ISPROUT Early Learning Assessment
Kindergarten teacher	NWEA ELA and Math (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Reading K-2 IN 2014 ● Growth: Math K-2 IN 2014
Grade 1 teacher	NWEA ELA and Math (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Reading K-2 IN 2014 ● Growth: Math K-2 IN 2014
Grade 2 teacher	NWEA ELA and Math (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Reading 2-5 IN 2014 ● Growth: Math 2-5 IN 2014
Grade 3 teacher	NWEA ELA and Math (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Reading 2-5 IN 2014 ● Growth: Math 2-5 IN 2014
Grade 4 teacher	NWEA ELA and Math (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Reading 2-5 IN 2014 ● Growth: Math 2-5 IN 2014
Grade 4 teacher ELA	NWEA ELA (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Reading 2-5 IN 2014
Grade 4 teacher Math	NWEA Math (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Math 2-5 IN 2014
Grade 4 teacher non-NWEA tested area (Science, Social Studies, etc.)	District assessment for content area
Grade 5 teacher	NWEA ELA and Math (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Reading 2-5 IN 2014 ● Growth: Math 2-5 IN 2014
Grade 5 teacher ELA	NWEA ELA (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Reading 2-5 IN 2014
Grade 5 teacher Math	NWEA Math (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Math 2-5 IN 2014
Grade 5 teacher non-NWEA tested area (Science, Social Studies, etc.)	District assessment for content area
Grade 6 teacher	NWEA ELA and Math (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Reading 6+ IN 2014 ● Growth: Math 6+ IN 2014
Grade 6 teacher ELA	NWEA ELA (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Reading 6+ IN 2014
Grade 6 teacher Math	NWEA Math (BOY-EOY) <ul style="list-style-type: none"> ● Growth: Math 6+ IN 2014
Grade 6 teacher non-NWEA tested area (Science, Social Studies, etc.)	District assessment for content area

Grade/Subject	Assessment Guidance
Grade 7 teacher	NWEA ELA and Math (BOY-EOY) <ul style="list-style-type: none"> • Growth: Reading 6+ IN 2014 • Growth: Math 6+ IN 2014
Grade 7 teacher ELA	NWEA ELA (BOY-EOY) <ul style="list-style-type: none"> • Growth: Reading 6+ IN 2014
Grade 7 teacher Math	NWEA Math (BOY-EOY) <ul style="list-style-type: none"> • Growth: Math 6+ IN 2014
Grade 7 teacher non-NWEA tested area (Science, Social Studies, etc.)	District assessment for content area
Grade 8 teacher	NWEA ELA and Math (BOY-EOY) <ul style="list-style-type: none"> • Growth: Reading 6+ IN 2014 • Growth: Math 6+ IN 2014
Grade 8 teacher ELA	NWEA ELA (BOY-EOY) <ul style="list-style-type: none"> • Growth: Reading 6+ IN 2014
Grade 8 teacher Math	NWEA Math (BOY-EOY) <ul style="list-style-type: none"> • Growth: Math 6+ IN 2014
Grade 8 teacher non NWEA area (Science, Social Studies, etc.)	District assessment for content area
<u>High School Science Courses:</u> <ul style="list-style-type: none"> • Biology • Earth / Space Science, Chemistry • Integrated Chemistry Physics • Physics 	District assessments administered each course
<u>High School Social Studies Courses:</u> <ul style="list-style-type: none"> • Geography and History of the World • World History • U.S. History • U.S. Government • Economics • Sociology • Psychology 	District assessments administered each course
<u>High School World Language Courses:</u> <ul style="list-style-type: none"> • Spanish 1 	District assessments administered each course
<u>High School Math Courses:</u> <ul style="list-style-type: none"> • Algebra 1 • Algebra 2 • Geometry • Pre-calculus 	District assessments administered each course: <ul style="list-style-type: none"> • Algebra 1 • Algebra 2 • Geometry • Pre-Calculus
<u>High School English Course:</u> <ul style="list-style-type: none"> • English 9 • English 10 • English 11 • English 12 	District assessment administered each course: <ul style="list-style-type: none"> • English 9 • English 10 • English 11 • English 12
Secondary Reading Teachers	RAPS 360 or STAR Reading
Physical Education Teachers	District assessment for Physical Education & Health
Elementary Art Teacher	District assessment for Visual Arts given in Grade 3

Grade/Subject	Assessment Guidance
Middle School Art Teacher	District assessment for Visual Arts given in Grade 7
High School Art Teacher	District assessment for Visual Arts given in Grade 9
Elementary Music Teacher	District assessment for General Music given in Grade 4
Middle School Music Teacher	District assessment for Music given in Grade 7
High School Music Teacher	District assessment for Music given in Grade 9
Secondary Theater Teacher	Teacher-created assessment with evaluator approval <ul style="list-style-type: none"> • Pre/post tests are necessary • Use Alternative Growth Tracker on SFS
Secondary Instrumental Ensemble	District Instrumental Rubric
Secondary Vocal Ensemble	District Vocal Rubric
Music Theory Teacher	Teacher-created assessment with evaluator approval <ul style="list-style-type: none"> • Pre/post tests are necessary • Use Alternative Growth Tracker on SFS
High School Special Area Classes	Teacher-created assessment with evaluator approval <ul style="list-style-type: none"> • Pre/post tests are necessary • Utilize the alternative growth tracker and rubrics outlined
SPECIAL EDUCATION TEACHERS	
Special Education Inclusion Teacher	Assessment shared with co-teacher in grade/subject taught (Please refer to the applicable grade/subject area linked above.)
Special Education Inclusion Teacher in both NWEA grades and non-NWEA grades	Must share NWEA (BOY-EOY) accountability in classes where they co-teach: <ul style="list-style-type: none"> • NWEA ELA • NWEA Math • NWEA ELA & Math
Special Education Self Contained, ED classrooms	Standardized assessment option in that grade/subject (Please refer to the applicable grade/subject area linked above.)
SCHOOL SUPPORT ROLES	
Elementary Counselor or Graduation Coach	School Attendance Goal(s)
Secondary Counselor or Graduation Coach	School Graduation Goal(s)
Social Worker	School Attendance Goal(s)
Math Coach	Elementary: Building NWEA Math Growth Goal Secondary: District assessments administered each course of Educators matched with at the beginning of the year.
Literacy Coach	Elementary: Building NWEA ELA Growth Goal Secondary: District assessment administered each course of Educators matched with at the beginning of the year.
ENL Teacher (K-8)	NWEA ELA
ENL Teacher (9-12)	District assessments administered each semester
Media Specialists Elementary	ELA NWEA School Growth (MOY-EOY)

Grade/Subject	Assessment Guidance
Media Specialists Secondary	District assessments administered each semester
Reggio Coach	School goal
IB Coordinator	School goal
CTE teachers	<p>Summative or Formative Assessment with Evaluator Approval as measured by one of the following:</p> <ul style="list-style-type: none"> ● Approved Pre/Post Assessment ● Approved Dual Credit Exam ● Approved Industry Recognized Certification <p>The following CTE Programs will use an approved Pre/Post Assessment and the Growth Measure rubric.</p> <ul style="list-style-type: none"> ● Nutrition and Wellness ● Preparing for College and Careers ● Dental Assisting ● IT Support ● Networking I ● Computer Science Principles
Expanded Impact Teacher (EIT)	NWEA CGP Data (BOY-EOY)
Multi- Classroom Leader (MCL)	NWEA CGP Data (BOY-EOY)
SCHOOL ADMINISTRATORS	
Building Admin, Magnet Coordinators, Alt Ed Coordinators	School Goals

ISPROUT Early Learning Assessment - Preschool

ISPROUT Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation.
- > Observational data must be collected on all 28 SKB items within the first six weeks of school entry, mid-year (Jan.-Feb.), and the last six weeks of the school year. Ratings will be recorded in KReady.
 - **Please note:** It is best practice to record observational data continuously throughout the year.
- > Students must have ratings on all 28 SKB items; **however, only the 24 SKBs that can be rated at level four (BOY, MOY and EOY) will count towards effectiveness.**
- > After EOY testing is complete, the below chart is used to calculate the effectiveness rating.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of students met the performance descriptors for level 4 on 24 assessed SKB items.	50% + 1–74.99% of students met the performance descriptors for level 4 on 24 assessed SKB items.	33%–50% of students met the performance descriptors for level 4 on 24 assessed SKB items.	32.99% or less of students met the performance descriptors for level 4 on 24 assessed SKB items.

ISPROUT Data Collection and Reporting Procedures

- > Minimum number of recorded data collections and entries into KReady for all 28 SKBs: 3 (BOY, MOY and EOY)
- > Timeline for assessment administration: BOY— completed during the first six weeks of school, MOY – completed in January/February, EOY – completed during the final six weeks of school

- > Method of collection: Teachers will record observational data totals (using ratings on the *KReady* Platform). ISPROUT SKB Tracker can be found in SFS under Docs/Links tab.
- > Person responsible for reporting on SFS: Teacher

ISPROUT Applicable Grades/Subjects

- > Preschool

NWEA ELA & Math

NWEA ELA & Math Criteria

- > Assessment data of students who are tested in a teacher’s beginning of the year (BOY) administration and who are also tested in a teacher’s end of the year (EOY) administration will be included in the calculation.
- > Student must take assessments to count towards effectiveness
- > Student growth is determined by using the assigned NWEA projected growth goals for each individual student, within the BOY-EOY assessment window
- > After results are in for all assessments, the chart below is used to calculate the effectiveness rating

Please note: You are not setting the projected NWEA Growth Target; rather, this is calculated by NWEA based on national percentiles of different levels of achievement and growth. To find the students’ Projected Growth Target, please follow [these instructions](#). Your goal is for each student to reach and/or exceed their projected growth target (see rating scale below). Based on the percentage of students that met or exceeded their growth target, your standardized measure rating will be determined.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

NWEA ELA & Math: Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar. District assessments must be reported within 10 days of the test.
- > Method of collection: NWEA Growth Tracker
- See guidance above to calculate both content areas
- > Person responsible for reporting: Teacher

NWEA ELA & Math: Applicable Grades/Subjects

- > K-8 General Education
- > K-8 Special Education (Inclusion of Self-Contained ED Classes), in these classes/courses
- > 4-8 ELA General Education
- > 4-8 Math General Education

***For schools not offering NWEA for Grades K, 1 and 2**

- > The deadline for criteria, collection of data and reporting responsibility is consistent with the process outlined above

DISTRICT CREATED ASSESSMENT FOR CONTENT AREA (4-8)

District Created Assessment for Content Area (4-8) Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

District Created Assessment for Content Area (4-8): Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments are within 10 days of the test.
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- > Person responsible for reporting: Teacher

District Created Assessment for Content Area (4-8): Applicable Grades/Subjects

*Non-NWEA Tested Subjects

- > 4-8 Science
- > 4-8 Social Studies
- > Special Education (inclusion of Self-Contained ED Classes), in these classes/courses

DISTRICT CREATED ASSESSMENTS, ADMINISTERED EACH COURSE (SECONDARY)

District Created Assessments, Administered Each Course (Secondary) Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

District Created Assessments, Administered Each Course (Secondary): Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments are within 10 days of the test.
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- > Person responsible for reporting: Teacher

District Created Assessments, Administered Each course (Secondary): Applicable Grades/Subjects

****Special Education (inclusion of Self-Contained ED Classes), in these classes/courses**

<p>High School Science Courses</p> <ul style="list-style-type: none"> ● Biology ● Earth/Space Science ● Chemistry ● Integrated Chemistry Physics ● Physics 	<p>High School Social Studies Courses</p> <ul style="list-style-type: none"> ● Geography and History of the World ● World History ● U.S. History ● U.S. Government ● Economics ● Sociology ● Psychology
<p>High School English Courses</p> <ul style="list-style-type: none"> ● English 11 ● English 12 	<p>High School World Language Courses</p> <ul style="list-style-type: none"> ● Spanish 1
<p>High School Math Courses</p> <ul style="list-style-type: none"> ● Pre-Calculus 	<p>ENL Teachers</p> <ul style="list-style-type: none"> ● ENL 11 ● ENL 12

RAPS 360 OR STAR READING

RAPS 360, NWEA or Star Reading Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the assessment choice used in the standardized measure
- If NWEA is used, student growth is determined by using the assigned NWEA projected growth goal for each individual student, for beginning of the year (BOY) to end of year (EOY).
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

RAPS 360, NWEA or Star Reading: Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments are within 10 days of the test.
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- If using NWEA, the NWEA Growth Tracker should be used, found in SFS under the Docs/Links tab
- > Person responsible for reporting: Teacher

RAPS 360, NWEA or Star Reading: Applicable Grades/Subjects

- > Secondary Reading Teachers

PHYSICAL EDUCATION & HEALTH

Physical Education & Health Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

Physical Education: General Guidelines

The Pre-Test Cognitive Test

- Elementary 4th Grade
- Middle School 7th Grade
- High school PE 1 All Students enrolled in PE I
- Time limit of 30-40 minutes; decided by the teacher
- Monitored during synchronous testing only

Health: General Guidelines

The Pre-Test Cognitive Test

- Middle School 7th Grade
- High School Health Class

Physical Education & Health: Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments are within 10 days of the test.
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- > Person responsible for reporting: Teacher

Physical Education & Health: Applicable Grades/Subjects

- > K-12 Physical Education & Health

DISTRICT ASSESSMENT FOR VISUAL ARTS GRADE 3

District Assessment for Visual Arts Grade 3 Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

District Assessment for Visual Arts Grade 3: Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments are within 10 days of the test.
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- > Person responsible for reporting: Teacher

District Assessment for Visual Arts Grade 3: Applicable Grades/Subjects

- > K-5 Art

DISTRICT ASSESSMENT FOR VISUAL ARTS GRADE 7

District Assessment for Visual Arts Grade 7 Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

District Assessment for Visual Arts Grade 7: Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments are within 10 days of the test.
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- > Person responsible for reporting: Teacher

District Assessment for Visual Arts Grade 7: Applicable Grades/Subjects

- > Middle School Art

DISTRICT ASSESSMENT FOR VISUAL ARTS GRADE 9

District Assessment for Visual Arts Grade 9 Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

District Assessment for Visual Arts Grade 9: Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments are within 10 days of the test.
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- > Person responsible for reporting: Teacher

District Assessment for Visual Arts Grade 9: Applicable Grades/Subjects

- > High School Art

DISTRICT ASSESSMENT FOR GENERAL MUSIC GRADE 4

District Assessment for General Music Grade 4 Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

District Assessment for General Music Grade 4: Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments are within 10 days of the test.
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- > Person responsible for reporting: Teacher

District Assessment for General Music Grade 4: Applicable Grades/Subjects

- > K-5 Music

DISTRICT ASSESSMENT FOR MUSIC GRADE 7

District Assessment for Music Grade 7 Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score

- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

District Assessment for Music Grade 7: Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments are within 10 days of the test.
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- > Person responsible for reporting: Teacher

District Assessment for Music Grade 7: Applicable Grades/Subjects

- > Middle School Music

DISTRICT ASSESSMENT FOR MUSIC GRADE 9

District Assessment for Music Grade 9 Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

District Assessment for Music Grade 9: Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments are within 10 days of the test.
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- > Person responsible for reporting: Teacher

District Assessment for Music Grade 9: Applicable Grades/Subjects

- > High School Music

TEACHER CREATED PRE/POST (WITH APPROVAL)

Teacher Created Pre/Post (With Approval) Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

Teacher Created Pre/Post (With Approval): Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar, if district assessments are within 10 days of the test.
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score)/POST (end of year) Spreadsheet found in SFS under the Docs/Links tab.
- > Person responsible for reporting: Teacher

Teacher Created Pre/Post (With Approval): Applicable Grades/Subjects

- > Secondary Theatre
- > Music Theory
- > High School Special Areas

DISTRICT INSTRUMENTAL RUBRIC

District Instrumental Rubric Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
More than 6-point growth on instrumental rubric	6-point growth on instrumental rubric	Less than 6-point growth on instrumental rubric	No progress on instrumental rubric

District Instrumental Rubric: Data Collection and Reporting Procedures

- > Deadline for collection of data: Fall and Spring or semester tests, if semester class
- > Method of collection: Teachers will report data on the Alternative Growth Tracker found in SFS under the Docs/Links tab
- > Person responsible for reporting: Teacher

District Instrumental Rubric: Applicable Grades/Subjects

- > Secondary Instrumental Ensemble

DISTRICT VOCAL RUBRIC

District Vocal Rubric Criteria

- > Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by the pre and post test score
- > After post testing is complete, the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
More than 6-point growth on vocal rubric	6-point growth on vocal rubric	Less than 6-point growth on vocal rubric	No progress on vocal rubric

District Vocal Rubric: Data Collection and Reporting Procedures

- > Deadline for collection of data: Fall and Spring or semester tests, if semester class
- > Method of collection: Teachers will report data on the Alternative Growth Tracker found in SFS under the Docs/Links tab
- > Person responsible for reporting: Teacher

District Vocal Rubric: Applicable Grades/Subjects

- > Secondary Vocal Ensemble
- > Deadline for collection of data: Fall and Spring or semester tests, if semester class
- > Method of collection: Teachers will report data on the Growth Tracker PRE (fall score) / POST (end of year) Spreadsheet found in SFS under the Docs/Links tab
- > Person responsible for reporting: Teacher

SCHOOL ATTENDANCE

School Attendance Criteria

- > School Attendance Goal
- > After data is complete, the chart below will be used to calculate the effectiveness rating

One School

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Exceeded Goal	Met Goal	Progressed to goal evident, but did not meet (comes close)	Did not meet goal or make progress

Serves Multiple Schools

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Met goal at all schools and exceeded goal in at least one other school	Met goals at all schools	Progressed to goal evident in all schools, but did not meet goals at all schools (comes close)	Did not meet goal or make progress in all schools

School Attendance: Data Collection and Reporting Procedures

- > District will send administrators the annual growth goal(s)
- > Applicable staff will check the applicable Standardized Measure within SFS
 - ‘My standardized measure is the School Attendance Goal and I will receive a score from the district.’

School Attendance:Applicable Staff

- > Social Workers
- > Elementary Counselors
- > Elementary Graduation Coaches

SCHOOL GRADUATION

School Graduation Criteria

- > School Graduation Goal
- > After state data is complete, the chart below will be used to calculate the effectiveness rating

One School

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Exceeded Goal	Met Goal	Progressed to goal evident, but did not meet (comes close)	Did not meet goal or make progress

Serves Multiple Schools

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Met goal at all schools and exceeded goal in at least one other school	Met goals at all schools	Progressed to goal evident in all schools, but did not meet goals at all schools (comes close)	Did not meet goal or make progress in all schools

School Graduation: Data Collection and Reporting Procedures

- > District will send administrators the annual growth goal(s)
- > Applicable staff will check the applicable Standardized Measure within SFS
 - 'My standardized measure is the School Graduation Goal and I will receive a score from the district.'

School Graduation: Applicable Staff

- > Secondary Counselors
- > Secondary Graduation Coaches

BUILDING NWEA MATH GROWTH GOAL

Building NWEA Math Growth Goal Criteria

- > Assessment data of all students who are tested in NWEA Math at the beginning of the year (BOY) administration (fall) and who are also tested at the end of the year (EOY) administration (spring) will be included in the calculation
- > After data is complete, the chart below is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

Building NWEA Math Growth Goal: Data Collection and Reporting Procedures

- > District will send administrators the annual growth goal(s)

Building NWEA Math Growth Goal: Applicable Staff

- > Instructional Specialists (Math Coach)

BUILDING NWEA ELA GROWTH GOAL

Building NWEA ELA Growth Goal Criteria

- > Assessment data of all students who are tested in NWEA ELA at the beginning of the year (BOY) administration (fall) and who are also tested at the end of the year (EOY) administration (spring) will be included in the calculation
- > After data is complete, the chart below is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% +1 - 74.99% of the students met their growth goal	33% - 50% of the students met their growth goal	Less than 33% of the students met their growth goal

Building NWEA ELA Growth Goal: Data Collection and Reporting Procedures

- > District will send administrators the annual growth goal(s)

Building NWEA ELA Growth Goal: Applicable Staff

- > Instructional Specialists (Literacy Coach)
- > Media Specialist

ACCESS

Access Criteria

- > Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- > Student must take district assessments to count towards effectiveness
- > Student growth is determined by 0.5 growth on the annual ACCESS assessment from the previous year to the current year. This is not a W/APT placement test. Last year data can be found in eSchool.
- > After test results are in, use the chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target of 0.5	50% +1 - 74.99% of the students met their growth target of 0.5	33% - 50% of the students met their growth target of 0.5	Less than 33% of the students met their growth target of 0.5

Access: Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow the district assessment calendar
- > Method of collection: Teachers will report data on the ESL Growth Tracker found in SFS under the Docs/Links tab
- > Person responsible for reporting: Teacher

Access: Applicable Grades/Subjects

- > ESL Teacher

REGGIO COACH AND IB COORDINATOR

Reggio Coach and IB Coordinator - Standardized Measure: School Goal

Reggio Coach and IB Coordinator Criteria

- > Enter School Goal into SFS

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% of more of the students met their growth target of 0.5	50% +1 - 74.99% of the students met their growth target of 0.5	33% - 50% of the students met their growth target of 0.5	Less than 33% of the students met their growth target of 0.5

Reggio Coach and IB Coordinator: Data Collection and Reporting Procedures

- > Confirm school goal's success
- > Person responsible for reporting: Teacher

Reggio Coach and IB Coordinator: Applicable Staff

- > Reggio Coach
- > IB Coordinator

INDUSTRY RECOGNIZED CERTIFICATION, DUAL CREDIT EXAM, OR APPROVED ASSESSMENT

Industry recognized certification, dual credit exam, or approved assessment Criteria

- > The CTE instructor and evaluator shall meet at the beginning of the school year/semester to determine the appropriate summative or formative measure to be used for evaluation purposes.
- > Pre/Post Tests or teacher-created assessments should be pre-approved by the CTE Director and evaluator prior to administration.
- > A formal dual credit agreement must be in place prior to administering a dual credit exam for evaluation purposes.
- > Industry Recognized Certifications used for teacher evaluation purposes should be on the approved Industry Recognized Certification list through the DWD.
- > The Assessment data of students continuously enrolled in a teacher's classroom on or before the twentieth (20) student day will be included in the calculation
- > All students enrolled in Career & Technical Education (CTE) courses aligned to State Approved Industry Certifications will use one of the following measures for evaluation purposes:
 - All students enrolled in advanced level CTE courses may take an Industry Certification exam/or Dual Credit exam to count towards effectiveness when appropriate and applicable to the industry sector/post-secondary institution requirements (i.e. C.N.A. licensure is required prior to being hired as a C.N.A.; Dual Credit attainment is needed to meet the Technical Honors Diploma requirement.)
 - If the Career & Technical Education courses do not include a State-Approved Industry Certification/dual credit agreement, or the Certification is not a requirement for employment within the industry sector, the teacher should utilize the appropriate CTE content area Pre/Post assessment through an approved source (i.e. Precision Exams, PLTW, SREB).

Industry Certification Rubric

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
90% of more of the students earn industry certification (pass dual credit assessment, pass approved assessment)	80%-89.9% of the students earn industry certification (pass dual credit assessment, pass approved assessment)	50%-79.9% of the students earn industry certification (pass dual credit assessment, pass approved assessment)	Less than 50% of the students earn industry certification (pass dual credit assessment, pass approved assessment)

Industry recognized certification, dual credit exam, or approved assessment: Data Collection and Reporting Procedures

- > Official documentation must be provided from each certifying agency as evidence of industry certification
- > Teacher will enter spring outcomes in SFS for approval
- > Administrators will approve and provide final rating using charts above

Industry recognized certification, dual credit exam, or approved assessment: Applicable Staff

- > 9-12 Career & Technical Education

Growth Measure Rubric

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of students met their growth target of 0.5	50% +1 - 74.99% of the students met their growth target of 0.5	33%-50% of the students met their growth target of 0.5	Less than 33% of the students met their growth target of 0.5

Industry recognized certification, dual credit exam, or approved assessment: Data Collection and Reporting Procedures

- > Deadline for collection of data: Teachers should follow district assessment calendar
- > Method of collection: Teachers will report data on the Pre/Post Growth Tracker found in SFS under the docs/links tab
- > Person responsible for reporting: Teacher

Industry recognized certification, dual credit exam, or approved assessment: Applicable Grades/Subjects

- > Approved CTE Courses:
 - Nutrition and Wellness
 - Preparing for College and Careers
 - Dental Assisting
 - IT Support
 - Computer Science
 - Networking

EXPANDED IMPACT TEACHER (EIT) AND MULTI-CLASSROOM LEADER (MCL)

Expanded Impact Teacher (EIT) and Multip-Classroom Leader (MCL) Criteria

- > Assessment data of students who are tested within the classrooms overseen by the MCL (or supported by the EIT) at the beginning of the year (BOY) administration and who are also tested at the end of the year (EOY) administration will be included in the calculation.
 - Student must take assessments to count towards effectiveness
- > Data will be disaggregated for MCLs and EITs after the testing windows close for NWEA spring testing to include their classroom data (partial release) and all team teachers that they are accountable for.
- > After results are in for all assessments, the chart below is used to calculate the effectiveness rating

Growth Measure Rubric

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
85% of more of students are closing gaps or on track	70%-84.99% of students are closing gaps or on track	50%-69% of students are closing gaps or on track	Less than 50% of students are closing gaps or on track

Expanded Impact Teacher (EIT) and Multip-Classroom Leader (MCL): Data Collection and Reporting Procedures

- > Deadline for collection of data: After testing windows close for NWEA spring testing (BOY – EOY)
- > Method of collection: The Performance & Continuous Improvement (PCI) team will collect and calculate student results and share with MCLs, EITs and the Senior Coordinator of Opportunity Culture

- Person responsible for reporting: The Senior Coordinator of Opportunity Culture will report overall scores to school leaders and input ratings into SFS.

Expanded Impact Teacher (EIT) and Multi-Classroom Leader (MCL): Applicable Grades/Subjects

- Multi-Classroom Leaders (MCL)
- Expanded Impact Teachers (EIT)

SCHOOL ADMINISTRATORS, MAGNET COORDINATORS, ALTERNATIVE EDUCATION COORDINATORS

School Administrators, Magnet Coordinators, Alternative Education Coordinators: Criteria

- For SY 23.24, the School Accountability Metrics will not be included in the summative rating.
- The standard weight (50%) of the School Accountability Metrics has been evenly redistributed to other remaining measure; resulting in Administrators, Magnet Coordinators and Alternative Education Coordinators to be evaluated 100% on their rubric.
- The School Accountability Metrics will be revised for the 24.25 SY to create better vertical alignment with the district scorecard and have the opportunity to increase alignment to state and federal accountabilit

Appendix D: Multi-Classroom & Expanded Impact Teacher Evaluation Guidance

In addition to the required evaluation components (for both the teacher and evaluator) outlined throughout this Evaluation & Development Guidebook, school leaders, Multi-Classroom Leaders (MCL) and Expanded Impact Teachers (EIT) are required to have the following additional components completed for their evaluation.

MCL & EIT Professional Growth Goal

MCLs & EITs are to formulate their Professional Growth Goal using the SMART Goal format ([please see the goal template here](#) and in SFS). This requirement is similar to the Professional Growth Goal requirement for all non-opportunity culture roles, aside from the required template.

MCL & EIT Observations

The observation requirement for MCLs & EITs aligns to the teacher observation requirements outlined in this guidebook. However, specific observation areas will vary based on the type of release the MCL has.

Full Release MCLs

- > Full Release MCLs are evaluated on the Coach Rubric (50%).
- > Long-Observations (1 per semester): Coaching debrief.
- > Mini-Observations (2 per semester): Short group instruction, team meeting/planning, PLC led by MCL, co-teaching or lesson model.

Partial Release MCLs

- > Partial Release MCLs are evaluated on a combination of the Coaching Rubric (50%) and the Teacher Rubric (50%)
 - o EITs are evaluated solely on the Teaching Rubric.
- > Long-Observation (1 per semester): Classroom observation.
- > Mini-Observations (2 per semester): Coaching debrief conversation, team meeting/planning, PLC led by MCL, co-teaching or lesson modeling.

Expanded Impact Teachers

EITs will follow the observation guidance outlined under the Evaluation Evidence & Requirements section of the guidebook.

MCL & EIT Conditional Growth Data

MCLs and EITs will use NWEA Conditional Growth Percentage (CGP) as their Standardized Measure. For additional information, please refer to [Appendix C](#).

Appendix E: Evaluation Guidance for Innovation Schools/Teachers

Evaluation Guidance for Innovation Main Objective(s)

- > Innovation school leaders are positioned as the primary people managers for IPS employees in their buildings.
- > Evaluations are conducted by individuals with the clearest line of sight into employees’ day-to-day job performance.
- > The Innovation School Leader will carry out all requirements and components outlined in the IPS Teacher Evaluation & Development Guidebook for IPS teachers in their buildings.
- > All IPS teachers within Innovation Schools are to carry out all the requirements and components outlined in the IPS Teacher Evaluation & Development Guidebook.

Action	Detail	Lead	Other contributors
Innovation school leaders engage in required IPS evaluator training	<ul style="list-style-type: none"> ● IPS provides evaluator training on rubrics, Standards for Success, and other evaluation related content. ● This is a required training to prepare school leaders to serve as evaluators for IPS employees in their buildings. 	IPS Human Resources / Professional Learning	<ul style="list-style-type: none"> ● IPS Innovation Team ● Innovation School Leader ● SFS
IPS provides evaluation training to IPS employees in Innovation schools	<ul style="list-style-type: none"> ● IPS will provide training and ongoing communication/support to IPS employees in Innovation schools regarding employee-driven or created aspects of the evaluation system (artifacts, goals, etc.), performance plans, non-renewal process and timeline. 	IPS Human Resources / Professional Learning	<ul style="list-style-type: none"> ● IPS Professional Learning Team ● IPS Evaluation Teacher Leaders
Innovation School Leaders conduct required observations and annual evaluations as the primary evaluator	<ul style="list-style-type: none"> ● Innovation School Leaders are to execute the required components of Teacher Evaluation, as outlined in this guidebook. ● Innovation Teachers are to execute the required components of their evaluation, as outlined in this guidebook. 	Innovation School Leader	IPS Employee
IPS will manage evaluation implementation	<ul style="list-style-type: none"> ● IPS will provide regular implementation reports to the Innovation Team, to be shared with Innovation School Leaders, as needed. 	IPS Human Resources	IPS Innovation Team
IPS facilitates an appeal process for employees	<ul style="list-style-type: none"> ● Given that employees’ primary evaluators are not IPS employees, IPS will facilitate an appeal process to provide the employee with the opportunity to appeal for additional IPS employee evaluator(s). ● Appeal outcomes will be shared with Innovation School Leaders. Outcomes of the appeal process may include an additional district evaluator and IEA representative. 	IPS Human Resources	<ul style="list-style-type: none"> ● IPS Employee ● Innovation School Leader ● IPS department team member (when applicable)

Appendix F: 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 ELA and Mathematics):** Negative Impact is characterized by a significant decrease in student achievement and a significantly low level of student growth. If a teacher's ILEARN Individual Growth Model (IGM) score is a 1, 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 his/her Standardized Measure, then the teacher shall 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.

Notification of Parents if Student is Assigned to a Teacher with an Ineffective Rating

By statute, a school corporation is required to notify parents in an instance where a student is assigned to a teacher with an Ineffective rating (or two teachers with ratings of Ineffective) for two consecutive years. To avoid such a situation from occurring IPS will do the following:

- Ensure struggling teachers receive support throughout the year to improve. If the teacher is not improving after receiving targeted supports, IPS will exit the teacher in the Spring rather than having him/her return in the Fall.
- If IPS has a teacher in danger of receiving an Ineffective rating (based on evidence collected thus far) who will be returning in the Fall, IPS will flag this teacher when scheduling students to ensure no student has the possibility of being assigned to a teacher with an Ineffective rating two years in a row.

Appendix G: Schoology Access Codes



INDIANAPOLIS
PUBLIC SCHOOLS

Schoology Access Codes



In order to access IPS Schoology -- Please login to [IPS Clever](#)

1 Courses

Courses / My Courses





2 Manage Courses

My Courses / Join A Course

3 Join a Course

Join A Course / Enter Access Code



K-6 Groups

K-6 ELA
63H7V-34C67

K-6 Math
NJQC4-6PZ36

K-6 Science
BBMQD-8KZK7

K-6 Social Studies
ZJ6H8-5KD7S

7-12 Groups

7-12 ELA
3QRDZ-7ZKRF

7-12 Math
ZD36V-9MDKX

7-12 Science
4MXXP-JBPBQ

7-12 Social Studies
R33CV-GWMBZ

7-12 World Languages
7T9F2-76CPX

7-12 ELA: Home Learning Support
46X4-6CD7-Z3XZW

K-12 Groups

Fine Arts
VDKXX-8DS4P

PE/Health
XK9ZN-S8VR2

New Teachers
SWFCJ-DQK22

Dyslexia
3C4J-CB44-QUMFZ

Contact
TeachAndLearn@myips.org for
Questions

Classified Performance Evaluation Components

**The process below is applicable to school leaders and functional team leaders with classified staff members.*

Primary Goals

- All eligible classified employees receive their annual performance review.
- Employees and managers understand and effectively utilize evaluation tool changes.
- Managers provide constructive narrative feedback to employees to complement numerical ratings.

General Guidance

- **Review this brief [slide deck](#) outlining the process.**
- All classified employees, employed as of January 1, 2024, should receive their annual performance review.
- Performance rubrics are linked below and can be found within the learning portal under the headline, “IPS Docs”.
- Classified staff will be asked to complete a self-assessment prior to the supervisor finalizing the evaluation.
- [Instructions for completing the Self Assessment.](#)
- [Video](#) on how to “finalize” evaluations in SFS.
- Self assessments should be completed by staff by **EOB Friday, April 5th.**
- **Performance Evaluations should be finalized in [Standard for Success](#) by EOB Friday, April 26, 2024.**
- Non-Exempt employees are typically in hourly positions.
 - For example, Clerical Support, FACE Liaisons, Classroom Assistants, Staff Custodians, Mechanical Maintenance Workers, etc.
- Exempt employees are salaried.

Overview of Evaluation Rubric

- All classified employees will need to log into SFS and complete their own self-evaluation.
- [Classified Exempt/Non-Exempt Rubric](#)
- Scoring:
 - Positive, four-point scale that reflects the following: Exceeds expectations, Meets expectations, Sometimes Meets Expectations, Doesn't Meet Expectations.
 - A non-scoring rating of “Did Not Observe” does not negatively impact the employee's overall rating, if it hasn't been observed by the evaluator.
 - Mark “N/A” for indicators not applicable to employees' roles.
 - Each category will be averaged, with the final rating equaling the average of each competency category.

Growth & Performance Improvement Plan Guidance

Evaluations are a way for the employee/staff member to grow in their role with TeamIPS. *Please note:* It is common practice to put employees/staff members through a growth plan prior to completing a Performance Improvement Plan.

Growth Plans

If during the annual performance review it is determined that there is a significant lack of proficiency in any domain area or specific staff performance competency expectations have been rated as Improvement Necessary or Ineffective, then the supervisor will schedule an additional meeting with the staff member to develop a growth plan in SFS.

Note: Anyone can request representation if you are a member of IEA or AFSCME at this meeting to help develop the performance plan.

This plan will document and implement the following:

- Identify and review the specific performance expectations not being met.
 - Focused improvement areas should be limited to no more than two (2) indicators, during the 4-6 week timeline.
- Specify what is needed to improve the level of performance as shown.
- Provide suggestions, resources, strategies and support that the staff member may use to improve performance.
- Provide timelines of 4–6 weeks for the staff member to follow when addressing performance expectations, ensuring the staff member has reasonable time to show improvement. The supervisor will also document coaching conversations throughout.

The evaluator is to maintain robust documentation of ongoing observations/walkthroughs and feedback provided to the staff member to promote improvement throughout the duration of the plan. Documentation of progress should be maintained and uploaded to SFS.

Completion of Growth Plan

The completion of the growth plan is to be documented within SFS. If the staff member does not successfully complete the growth plan, additional growth plans may be developed to continue providing opportunities for the teacher to grow and improve performance. All subsequent growth plans are to be developed and maintained within SFS.

Performance Improvement Plan (PIP)

If an employee showed a significant lack of proficiency the previous evaluation cycle and received a summative rating of *Ineffective or Improvement Necessary*, the supervisor and employee will discuss and develop a Performance Improvement Plan (PIP) during the Initial Goal-Setting Conference at the beginning of the evaluation cycle following the *Ineffective or Improvement Necessary* rating of the previous evaluation cycle.

The Performance Improvement Plan will:

- Identify and review the specific performance expectation not met.
- Specify what is needed to improve the level of performance as shown.
 - Providing specific examples of what effective performance would look like.
- Focus improvement areas on no more than four (4) indicators, at a time.
- Provide suggestions, resources, strategies and support that the staff member may use to improve performance.
- Provide timelines for the staff member to follow when addressing performance expectations, ensuring the staff member has reasonable time to show improvement (no shorter than 90 days).

Note: Anyone can request representation if you are a member of IEA AFSCME at this meeting to help develop the performance plan.

Carrying Out the PIP

The evaluator should provide ongoing observations/walk-throughs and feedback to the staff member throughout the duration of the plan; documenting progress and notes within SFS.

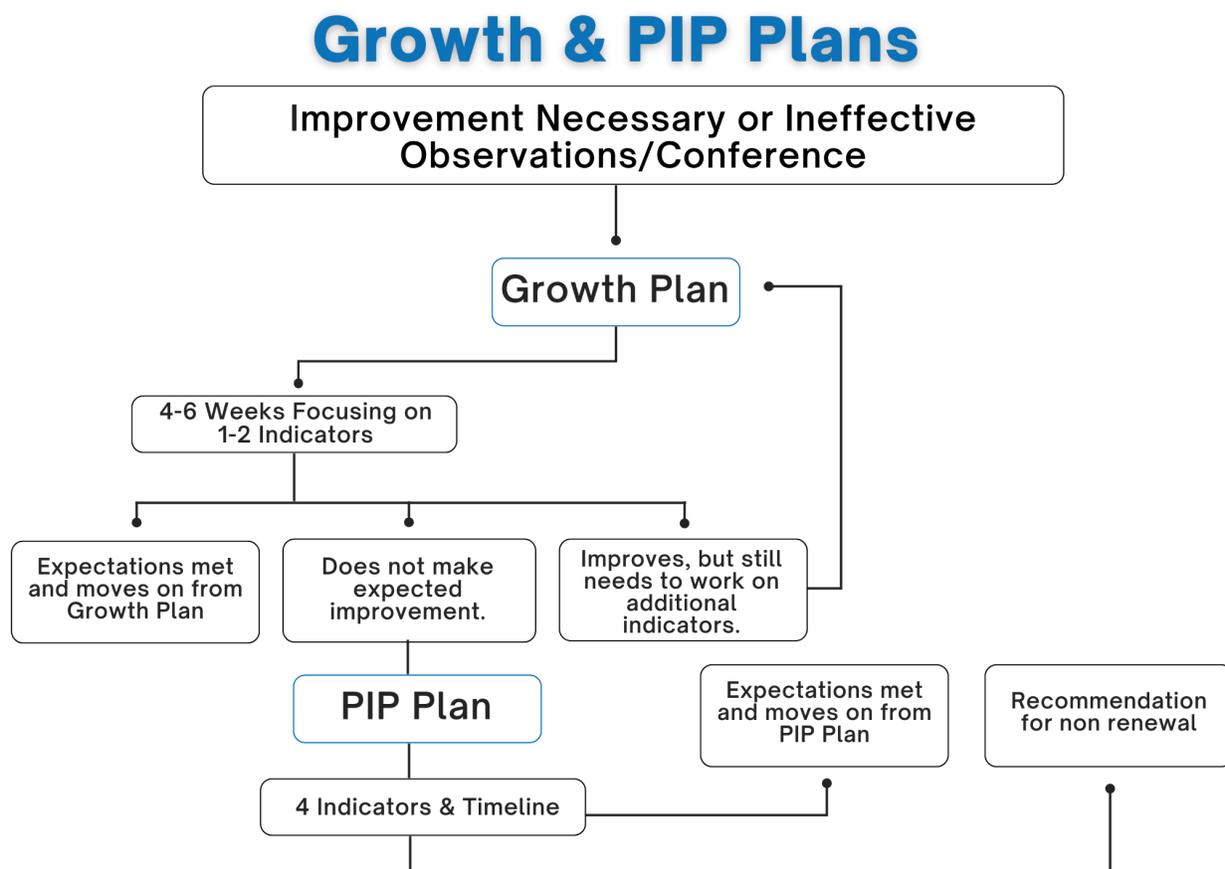
By developing PIPs based on observed evidence and previous summative ratings, the evaluator is making a direct link between the development of the employee and professional learning – either in the building (i.e., observing other team members, visiting classrooms, team working, book study, developing and leading school wide PD) or outside the building (e.g., district level PD, external coursework or classes, buildings or classrooms in other schools, etc.). Employees can earn PGP points through this process.

In addition to PIPs, the district will develop data reports and training for principals and supervisors to help guide building professional development, professional development plans and professional development on the district level.

Non-renewal Recommendation

At the conclusion of a Performance Improvement Plan, the evaluator will make a judgment as to whether the employee will be recommended for nonrenewal, renewal or placement on an additional PIP for the coming evaluation cycle. The judgment will be shared with the Employee. Human Resources will also provide additional information about the non-renewal process early Spring semester.

If a non-renewal recommendation is made, the evaluator should have thorough documentation and supporting evidence of ineffective performance, growth plans developed to support the employee's performance, results of growth plans, etc.



Resources

Employees

- [Preparing for the Evaluation Review Conversation](#)
- [Self-assessment Completion](#)

Managers



[Steps to Complete Employees' Evaluations](#)

Articles & Tools from The Management Center



[FAQs About Performance Evaluations.pdf](#)



[You Probably Need to Give More Feedback.pdf](#)



[Feedback - Avoid These Pitfalls.pdf](#)



[Feedback Worksheet.pdf](#)



[How to Give Feedback About Inconsistency.pdf](#)

Questions: Submit a Help Ticket through the [IPS Technology Help Portal](#).

Administrator Performance Evaluation Components

Indiana Law requires IPS to evaluate all certified staff annually with rigorous measures of effectiveness and give each staff member a designation in one of four rating categories: Highly Effective, Effective, Improvement Necessary, Ineffective. IPS performance components outlined below fulfill the state’s requirements.

Administrator Rating Overview

In-house created rubrics for Principals ([linked here](#)), Assistant Principals and Deans ([linked here](#)), and District Administrators at Large role ([linked here](#)) will serve as the basis for the evaluation and development process and illustrate the benchmark for school leadership for all leaders throughout the year. [Standard for Success \(SFS\)](#) will serve as the tool for documentation of the evaluation process ([see Appendix A: Standards for Success](#)) and store resources and rubrics under the Docs/Links tab.

A performance indicator or score will be assigned for each indicator at the end of the year. This score will be based on all evidence collected throughout the year. Evaluators will not average any scores, but rather they will look for growth over time and trends across the year. Lastly, measures that inform performance will be included, in addition to observations/school visits.

Table below represents the weights and measures for Administrators (Principals, Assistant Principals, and Deans):

Group 5: Administrators
Conferences or Site Visits, using the Danielson Rubric
100%

** School Accountability Metrics have been removed for SY23.24.*

Administrator Evaluation Process and Timeline Overview

The Administrator Evaluation & Development guidebook provides guidance, sets expectations and outlines the requirements needed for a comprehensive summative evaluation rating; expectations for both Administrators and evaluators are outlined throughout. It is the responsibility of the Administrator and the evaluator to ensure all required components of the evaluation are completed in accordance with the guidance provided.

ASSISTANT PRINCIPALS & DEANS

ACTION	DEADLINES
Goal Setting Conference	September 22
Conferences <i>(First Semester)</i>	October 27 December 15
Conferences <i>(Second Semester)</i>	March 1 May 10
Artifact Submission (5-10 artifacts)	May 3
End of Year Summative Debrief	May 24

**It is a minimum expectation these deadlines are met.*

PRINCIPALS

ACTION	DEADLINES
Goal Setting Conference	September 8
School Visits <i>(2 Completed for First Semester)</i>	December 15
Artifact Submission <i>(Minimum 5 artifacts submitted)</i>	Prior to scheduled Mid-Year Conference
Mid-Year Conference	January 31
School Visits <i>(2 Completed for Second Semester)</i>	May 17
Artifact Submission <i>(Minimum 5 artifacts submitted)</i>	Prior to scheduled EOY Summative Debrief
End of Year Summative Debrief	June 14

**It is a minimum expectation these deadlines are met.*

DISTRICT ADMINISTRATOR AT LARGE

ACTION	DEADLINES
Goal Setting Conference	September 8
Artifact Submission <i>(Minimum 3 artifacts submitted)</i>	Prior to scheduled Mid-Year Conference
Mid-Year Conference	January 31
Artifact Submission <i>(Minimum 5 artifacts submitted)</i>	Prior to scheduled EOY Summative Debrief
End of Year Summative Debrief	June 14

**It is a minimum expectation these deadlines are met.*

Administrator Performance Expectations Rubric

The following are competencies with indicators of performance that serve as a base for the evaluation process and will be continually enforced and in effect for all administrators. A performance level will be indicated for each competency.

Administrator Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
Competency 1: Lead from an equity imperative and embrace the diversity of the school community.				
1a. Values diversity and demonstrates equitable leadership	4	3	2	1
1b. Understand impact of identity	4	3	2	1
1c. Develop and maintain an inclusive school culture	4	3	2	1
COMPETENCY TOTAL = _____				
Competency 2: Establish a vision that is rooted in equitable practices where all students can achieve at high levels while ensuring an environment of continuous learning for all staff.				
2a. Establish vision:	4	3	2	1
2b. Set priorities & monitor progress	4	3	2	1
2c. Adjust strategies based on results	4	3	2	1
COMPETENCY TOTAL = _____				
Competency 3: Build an efficient and effective school team.				
3a. Attract, select, and retain talent	4	3	2	1
3b. Distribute leadership	4	3	2	1
3c. Grow staff	4	3	2	1
3d. Allocate resources	4	3	2	1
3e. Enact district policies, legal requirements & school procedures	4	3	2	1
COMPETENCY TOTAL = _____				
Competency 4: Mobilize others and build coalitions to support progress towards school's vision.				
4a. Communicate effectively	4	3	2	1
4b. Foster stakeholder participation	4	3	2	1
4c. Influence & motivate others	4	3	2	1
4d. Build external partnerships:	4	3	2	1
4e. Demonstrate professionalism	4	3	2	1
COMPETENCY TOTAL = _____				
Competency 5: Maintain systems to ensure all students inclusive of subgroups have access to a rigorous academic program that supports student learning.				
5a. Build a culture of high expectations	4	3	2	1
5b. Ensure instruction is high-quality	4	3	2	1
5c. Drive learning with data:	4	3	2	1
5d. Foster collective academic leadership	4	3	2	1
5e. Ensure equity focused accountability systems:	4	3	2	1
COMPETENCY TOTAL = _____				

Administrator Rating Calculations

The following tables illustrate how a summative rating is calculated for most Administrators. Each domain is scored and weighted. An overall rubric score is weighted, and then each additional measure is scored and weighted.

	Score	Weight	SY23.24 Weights	Weighted Score
Competency 1		x .10	x .20	
Competency 2		x .10	x .20	
Competency 3		x .10	x .20	
Competency 4		x .10	x .20	
Competency 5		x .10	x .20	
(TOTAL) x .60 =				(TOTAL) x 1.0 =
School Accountability Metrics		x .50	N/A	N/A

* School Accountability Metrics have been removed for SY23.24. As such, school leaders will be evaluated on rubric only.

OVERALL SUMMATIVE RATING

Highly Effective	Effective	Improvement Necessary	Ineffective
4.0 – 3.5	3.49 – 2.5	2.49 – 1.75	1.74 - 0

Evaluative Evidence & Requirements

Evaluative evidence provides documentation of an administrator’s attainment of performance expectations and identifies targeted areas for professional growth. All evaluative evidence will be documented within the Standard for Success (SFS) platform. All new or revised requirements will be highlighted below in **pink text**.

Note: Evaluative evidence outlined below is applicable to both in-person and virtual leadership. Below, evidence and requirements are differentiated by Administrative role.

Assistant Principals & Deans

Goal Setting Conference

Fall meeting between Administrator and evaluator (Principal) to discuss goals for the school year (Focused School Initiative) and to ensure the evaluation process and expectations are understood; This should set the tone for the year. If administrators are returning, this is an opportunity for evaluators to review their previous ratings/feedback. Additionally, Administrators should think about how they want to grow professionally in the coming year and what they need from their evaluator.

- **Requirement:** The Goal Setting Conference should be completed by **September 22** and documented within Standard for Success. This date is aligned to the goal setting conference deadline for teaching staff.

At this conference, the administrator and evaluator will:

- Review the evaluation process and expectations for the year.
- Identify the Focused School Initiative; used for 10% of teachers’ summative evaluation
 - Focused School Initiatives should be in alignment with the school plan
- Ensure SFS is set up correctly for the staff member, conference is documented in SFS and goals are established.
- If an Administrator showed a significant lack of proficiency the previous school year and received a summative rating of *Ineffective* or *Improvement Necessary*, the evaluator and the administrator will discuss and develop a Performance Improvement Plan (PIP) during the Initial Goal Setting Conference. *Refer to the [Performance Improvement Plan section](#) for additional guidance.*

Conferences

Evaluators (Principals) will conduct four conferences with the administrator. During each conference the evaluator (Principal) and administrator will discuss performance, evidence, strengths and growth goals. *These conferences do not include the goals setting conference or the end of year summative debrief.*

- **Requirement:** The evaluator (Principal) will hold four (4) conferences with the administrator throughout the year; two (2) per semester. A conference must be completed by each deadline outlined below. These deadlines align to the conference deadlines of teachers.
 - **Reminder:** These conferences do not include the goals setting conference or the end of year summative debrief.

Fall Semester*	Spring Semester*
<i>Goals Setting Conference (Sept 22)</i> October 27 December 15	March 1 May 10 <i>Summative Debrief (May 24)</i>

***Note:** Conference requirements may be adjusted based on the hire date of the staff member. If a staff member is hired after an observation completion date, all future observations will be required.

Artifacts

Artifacts are submissions of evidence for each indicator. The submission of artifacts helps illustrate the administrator’s ability to affect good instruction and demonstrate effective leadership.

- **Requirement:** Administrators (Assistant Principals, Principal Residents, and Deans) must submit artifacts for each indicator. A single artifact can be used for more than one indicator. Administrators are encouraged to submit artifacts that hit on various indicators, rather than a single artifact for each indicator. Please limit artifact submission to between 5 and 10 artifacts.
- **Artifact Submission Deadline:** *May 3 (in alignment with teacher artifact submissions)*
- **Artifact Review:** The administrator (Assistant Principals, Principal Residents, and Deans) will self-rate each artifact on their rubric. [Click here](#) for step-by-step instructions on reviewing and rating artifacts.
- The evaluator will review the artifact and corresponding self-rating. If the evaluator believes the artifact provides sufficient evidence for the indicator(s) and agrees with the self-rating, they will approve the rating and artifact.
- If the evaluator does not believe the artifact provides sufficient evidence and/or disagrees with the self-rating, the evaluator will rate the artifact as they see fit.

Evidence Of Overall Growth For Summative Evaluations

It is important to note that evidence across the year is not averaged, but rather, evaluators (Principals) are looking for growth over the year and improvement in scores and evidence as the year progresses.

- **Requirement:** Evaluators completed an End of Year Summative Debrief with each certified team member to review their overall performance and effectiveness rating. Final ratings will be documented within Standard for Success (SFS).

Principals

Develop Focused School Initiative

Principals should develop a Focused School Initiative with their leadership team; then review and obtain approval from the Executive Directors of Schools. **Note:** Please ensure the goal is shared with staff; the Focused Initiative is a component of most staffs' summative evaluation rating.

- A Focused School Initiative should be developed in alignment with the school plan.
- **Criteria for Focused School/Department/Program Initiative**
 - Developed by Leadership Team through input solicited from teachers; in alignment with the school plan (formerly school improvement plan)
 - Measurable by goal review date (refer to Teacher Evaluation & Development Guidebook) a goal building staff can collectively impact
 - Focus on a year-long school wide area of concentration; e.g., student behavior or culture, student outcomes, parent engagement, professional learning communities, etc.
 - Rigorous and based on data
 - Approved by Executive Director of School (EDS)
- Scored in SFS for all staff by evaluator at once
- **Examples:**
 - We will increase graduation rates to 70%.
 - We will increase ECA success rates by 10%.
 - We will reduce course failures by 25%.

School Accountability Metrics

<23.24SY UPDATE> For SY23.24, the School Accountability Metrics will not be included in the summative rating. The standard weight (50%) of the School Accountability Metrics has been redistributed to other remaining measure (rubric), for administrators' summative rating.

- For teachers, the standard weight (10%) of the School Accountability Metrics has been evenly redistributed across remaining measures.
- The School Accountability Metrics will be revised for the 24.25SY to create better vertical alignment with the district scorecard and have the opportunity to increase alignment to state and federal accountability.

Goal Setting Conference

Fall meeting between the Principal and evaluator (Executive Director of Schools) to discuss goals for the school year (Focused School Initiative) and to ensure the evaluation process and expectations are understood; this conference should set the tone for the year. If administrators are returning, this is an opportunity for evaluators to review their previous ratings/feedback. Additionally, administrators should think about and discuss how they want to grow professionally in the coming year and what they need from their evaluators.

- **Requirement:** The Goal Setting Conference should be completed by **September 8** and documented within Standard for Success.

At this conference, the administrator and evaluator (EDS) will:

- Review the evaluation process and expectations for the year.
- Identify the Focused School Initiative; used for 10% of teachers' summative evaluation
 - Focused School Initiatives should be in alignment with the school plan
- Ensure SFS is set up correctly for the staff member, conference is documented in SFS and goals are established.
- If an Administrator showed a significant lack of proficiency the previous school year and received a summative rating of *Ineffective* or *Improvement Necessary*, the evaluator and the administrator will discuss and develop a Performance Improvement Plan (PIP) during the Initial Goal Setting Conference. *Refer to the [Performance Improvement Plan section](#) for additional guidance.*

School Support Visit

The Executive Director of Schools (EDS) will conduct non-evaluative School Support Visits to observe and collect evidence on a range of indicators and provide prompt, actionable feedback to principals that are aligned to their priority areas within the School Leadership Rubric. These Support Visits are intended to be informative in nature while also providing an avenue for EDS to collect evidence that will be used to address coaching, development and support needs; but also inform the principal's School Visit (outlined below). School Support Visit documentation will be captured via a Google Form and not maintained in Standard for Success.

School Visits

Throughout the school year, the EDS will conduct a series of four (4) evaluative School Visits; two (2) School Visits per semester. The Schools Visits will mirror the School Walkthrough process but be formalized and used as evaluative evidence to inform overall performance. School Visits will be captured in Standard for Success.

- **Requirement:** The EDS will complete four (4) evaluative School Visits, at each assigned school location, throughout the year; two (2) per semester.

Mid-Year Conferences

The mid-year conference is an opportunity for principals and school supervisors to reflect on performance to-date. This conversation requires a review of multiple data points, a review of progress towards priorities within the School Leadership Rubric, and a discussion of the critical areas of focus for the remainder of the year. The conference culminates with building an action and support plan for the remainder of the year.

- **Requirement:** Mid-year conference must be completed by **January 31, 2024**. Competency-level ratings, progress toward priorities, and feedback are to be documented within Standards for Success.

Artifacts

Artifacts are submissions of evidence for each indicator. The submission of artifacts helps illustrate the administrator's ability to affect good instruction and demonstrate effective leadership.

- **Requirement:** Administrators must submit artifacts for each indicator. A single artifact can be used for more than one indicator. Administrators are encouraged to submit artifacts that hit on various indicators, rather than a single artifact for each indicator. Between five (5) and ten (10) artifacts are to be submitted, per semester.
- **Artifact Review:** The administrator (Principal) will self-rate each artifact on their rubric. [Click here](#) for step-by-step instructions on reviewing and rating artifacts.
- The evaluator (EDS) will review the artifact and corresponding self-rating. If the evaluator believes the artifact provides sufficient evidence for the indicator(s) and agrees with the self-rating, they will approve the rating and artifact.
- If the evaluator does not believe the artifact provides sufficient evidence and/or disagrees with the self-rating, the evaluator will rate the artifact as they see fit.
- **First Semester Submission Deadline:** In preparation for the mid-year conference (prior to January 31)
- **Second Semester Submission Deadline:** In preparation for the End of Year Summative Debrief (prior to June 14).

Evidence Of Overall Growth For Summative Evaluations

It is important to note that evidence across the year is not averaged, but rather, the EDS is looking for growth over the year and improvement in scores and evidence as the year progresses.

- **Requirement:** The EDS will complete an End of Year Summative Debrief with the Principal to review their overall performance and effectiveness rating. Final ratings will be documented within Standard for Success (SFS).

District Administrator at Large

District Administrators at Large will be evaluated by an assigned Executive Director of School (EDS) and align to the Principal Performance Framework and [Principal Rubric](#); however, given the district-level support this role provides, School Visits will not be a component of their summative evaluation rating.

Goal Setting Conference

Fall meeting between the District Administrator at Large and evaluator (Executive Director of Schools) to discuss goals for the school year (Focused School Initiative) and to ensure the evaluation process and expectations are understood; this conference should set the tone for the year. If administrators are returning, this is an opportunity for evaluators to review their previous ratings/feedback. Additionally, administrators should think about and discuss how they want to grow professionally in the coming year and what they need from their evaluators.

- **Requirement:** The Goal Setting Conference should be completed by **September 8** and documented within Standard for Success.

At this conference, the administrator and evaluator (EDS) will:

- Review the evaluation process and expectations for the year.
- Identify the Focused School Initiative; used for 10% of teachers' summative evaluation
 - Focused School Initiatives should be in alignment with the school plan
- Ensure SFS is set up correctly for the staff member, conference is documented in SFS and goals are established.
- If an Administrator showed a significant lack of proficiency the previous school year and received a summative rating of *Ineffective* or *Improvement Necessary*, the evaluator and the administrator will discuss and develop a Performance Improvement Plan (PIP) during the Initial Goal Setting Conference. *Refer to the [Performance Improvement Plan section](#) for additional guidance.*

Mid-Year Conferences

The mid-year conference is an opportunity for District Administrators at Large and the EDS to reflect on performance to-date. This conversation requires a review of multiple data points, a review of progress towards priorities within the School Leadership Rubric, and a discussion of the critical areas of focus for the remainder of the year. The conference culminates with building an action and support plan for the remainder of the year.

- **Requirement:** Mid-year conference must be completed by **January 31, 2024**. Competency-level ratings, progress toward priorities, and feedback are to be documented within Standards for Success.

Artifacts

Artifacts are submissions of evidence for each indicator. The submission of artifacts helps illustrate the administrator's ability to affect good instruction and demonstrate effective leadership.

- **Requirement:** Administrators must submit artifacts for each indicator. A single artifact can be used for more than one indicator. Administrators are encouraged to submit artifacts that hit on various indicators, rather than a single artifact for each indicator. Between five (5) and ten (10) artifacts are to be submitted, per semester.
- **Artifact Review:** The administrator (DAaL) will self-rate each artifact on their rubric. [Click here](#) for step-by-step instructions on reviewing and rating artifacts.
- The evaluator (EDS) will review the artifact and corresponding self-rating. If the evaluator believes the artifact provides sufficient evidence for the indicator(s) and agrees with the self-rating, they will approve the rating and artifact.
- If the evaluator does not believe the artifact provides sufficient evidence and/or disagrees with the self-rating, the evaluator will rate the artifact as they see fit.
- **First Semester Submission Deadline:** In preparation for the mid-year conference (prior to January 31)
- **Second Semester Submission Deadline:** In preparation for the End of Year Summative Debrief (prior to June 14).

Evidence Of Overall Growth For Summative Evaluations

It is important to note that evidence across the year is not averaged, but rather, the EDS is looking for growth over the year and improvement in scores and evidence as the year progresses.

- **Requirement:** The EDS will complete an End of Year Summative Debrief with the Principal to review their overall performance and effectiveness rating. Final ratings will be documented within Standard for Success (SFS).

End Of Year Summative Debrief

The evaluator will schedule an end-of-year debrief conversation with administrators to:

- Discuss all performance expectations
- Discuss outcome of School Accountability Metrics, if data is available
- Review Focused School Initiative and determine rating
- Provide encouragement to the administrator to continue with practices that earned Effective and Highly Effective ratings.
 - Acknowledge some of the administrator's strengths or achievements that led to Effective and Highly Effective ratings.
- Answer questions and clarify the reason(s) for the overall performance level.

A final Summative Evaluation will be provided 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 Indiana Department of Education (IDOE), or delays in testing windows, Summative Evaluation documents may not be available until the following school year. *More specific information on the finalization process will be shared with evaluators in late Spring.*

Growth & Performance Improvement Plan Guidance

A Growth Plan will be developed If, during the debrief, it is determined that there is a significant lack of proficiency in any domain area or specific staff performance competency expectations have been rated as Improvement Necessary or Ineffective. The supervisor will schedule an additional meeting with the staff member to develop a growth plan in SFS.

Note: Anyone can request representation if you are a member of IEA or AFSCME at this meeting to help develop the performance plan.

It is common practice to put employees/staff members through a growth plan prior to completing a Performance Improvement Plan.

Refer to the [Growth and Performance Improvement Plan Guidance above](#) for more information.

Central Service Leadership Performance Evaluation Components

The performance management process for Central Service Leaders is rooted in consistent dialogue around goals and an exchange of feedback during normal check-in routines. The summative evaluation rating for the 2023-24 evaluation cycle consists of the following weighted measures, and the evaluation period extends June 2023 to June 2024.

Rating Overview

Rubric with 2X2 Feedback Conversation	Department/ Team Goal	Professional Growth Goal
70%	15%	15%

All performance documentation will be maintained in Standard for Success (SFS) ([click here to log in](#)). If you have any questions or experience concerns with the platform, [click here](#) for support.

Central Service Evaluation Process and Timeline Overview

ACTION	STEPS	WHO'S RESPONSIBLE	DEADLINE
Professional Growth Goal(s)	<ul style="list-style-type: none"> ➤ Determine your priorities for the coming months. ➤ Reflect on your work and practice. ➤ Draft SMARTIE Goals using this template and worksheet. <ul style="list-style-type: none"> ○ Prior to a goal-setting conversation, share draft goals with your manager. 	Staff Member	July 31, 2023
	<ul style="list-style-type: none"> ➤ Before the conversation, reflect and generate 3-5 proposed goals for each team member utilizing the Planning Worksheet chart in Appendix I. <i>This worksheet also outlines goal-setting conversations under Step 5.</i> 	Manager	July 31
Goal-Setting Conversation	<ul style="list-style-type: none"> ➤ Finalize goal(s); determine the goal(s), measures of success, discussions points (e.g., milestones, obstacles, resources/support) and strategies/next steps. 	Manager/ Staff Member	July 31
	<ul style="list-style-type: none"> ➤ Document the finalized professional growth goal in Standard for Success (SFS). 	Staff Member	July 31
Department/ Team Goal	<ul style="list-style-type: none"> ➤ Set your Department Goal (<i>or Team Goal, if applicable</i>) and determine the following: <ul style="list-style-type: none"> ○ The Strategic District Priority(s) the goal is aligned to ○ How you/your team will monitor progress 	Department/ Team Leader	July 31

	<ul style="list-style-type: none"> ○ How you will measure success (what does it mean to be highly effective, effective, improvement necessary or ineffective), as it relates to achieving your goal. ➤ Record your Department/Team Goal(s) on the 2023.24 Department/Team Goals Spreadsheet. ➤ Share Department/Team Goal(s) with applicable team members. 		
	<ul style="list-style-type: none"> ➤ Document the Department/Team Goal within Standard for Success (SFS); see Appendix J: Adding Goals to SFS. 	Staff Member	July 31
Mid-Year 2x2 Feedback Conversation	<ul style="list-style-type: none"> ➤ The manager and each team member will complete their applicable section of the 2x2 Feedback Form; see Appendix J: 2x2 Feedback Conversation Form. <ul style="list-style-type: none"> ○ Use the Central Services Leadership Rubric to complete the 2x2 form. ○ Exchange feedback a few days before the 2x2 conversation: This will allow for both parties to review and reflect prior to the conversation. 	Manager/ Staff Member	Prior to MOY 2x2 Feedback Conversation
	<ul style="list-style-type: none"> ➤ Engage in the 2x2 Conversation. ➤ Compile both sets of feedback into one 2x2 Feedback Form. ➤ Based on the feedback and performance to date, managers give ratings on applicable rubric indicators within SFS and upload the completed 2x2 Feedback Form for a team member to review. <ul style="list-style-type: none"> ○ <i>Note: Once you have completed rubric ratings and uploaded the 2x2, click "Complete" under "Checklist Item" on the left and select "Save and Send" at the top, right.</i> 	Manager	Jan. 31, 2024
Informal Check-Ins	Managers and staff members meet outside of formal 2x2 Feedback Conversations to check in on ongoing work/performance and monitor progress toward goals.	Manager	Ongoing
Professional Growth Goal Outcome	<ul style="list-style-type: none"> ➤ The staff member will provide documentation within SFS related to the progress made/achievement of their professional growth goal. 	Staff Member	Prior to EOY 2x2 Feedback Conversation
End-of-Year 2x2 Feedback Conversation	<ul style="list-style-type: none"> ➤ The manager and team member will fill out their applicable section of the 2x2 Feedback Form; see Appendix J: 2x2 Feedback Conversation Form. <ul style="list-style-type: none"> ○ Exchange feedback a few days before the 2x2 conversation; this will allow for both parties to review and reflect prior to the conversation. 	Manager/ Staff Member	Prior to EOY 2x2 Feedback Conversation
	<ul style="list-style-type: none"> ➤ Engage in the 2x2 Conversation. ➤ Compile both sets of feedback into one 2x2 Feedback Form. ➤ Based on the feedback and performance to-date, managers give ratings on applicable rubric indicators within SFS and 	Manager	June 3, 2024

	<p>upload the completed 2x2 Feedback Form for a team member to review.</p> <ul style="list-style-type: none"> ○ <i>Note: Once you have completed rubric ratings and uploaded the 2x2, click “Complete” under “Checklist Item” on the left and select “Save and Send” at the top, right.</i> 		
Summative Evaluation Rating	<ul style="list-style-type: none"> ➤ Managers will review professional growth goal outcome(s) and determine a rating based on performance. ➤ Managers will review the outcome(s) of the Department/Team Goal and determine a rating based on performance ➤ Managers will review performance ratings given throughout the year (via the 2x2 Feedback Conversations) and reflect on a staff member’s growth over the year <ul style="list-style-type: none"> ○ Based on this information, a performance rating will be determined relative to the rubric. ➤ All scores (professional growth goal, Department/Team Goal and rubric) are weighted to determine the overall summative performance rating. <ul style="list-style-type: none"> ○ More information on how to calculate this rating will be shared in May. 	Manager	June 3, 2024

Department/Team Goal

Your Department/Team Goal should be aligned with the [strategic priorities](#). Depending on the structure of your department, a more specific team goal may serve as a better measure of performance related to your scope of work. However, it is at the discretion of the Department Leader to determine if team goals are more suitable.

Department/Team goals are developed by the department/team leader set at the beginning of the evaluation cycle. The goal(s) should be input into SFS by all team members hired on or before Jan. 1 during the evaluation year. The goals are added to the “Central Service Department/Team Goal” checklist item.

- *Example of Case for a Team Goals vs. a Department Goal:* The Human Resource Office consists of four teams - Benefits, Employment & Operations, Employee Relations and Talent Acquisition. Although these teams fall under Human Resources, given the various scopes of work among these teams and limited intersection, individual team goals would serve as a better measure of performance.
- *Goals should be recorded in [SFS](#) as well as in the [2023.24 Department/Team Goals Spreadsheet](#).*
- At the end of the evaluation cycle, your evaluator will provide a rating based on your progress toward meeting/exceeding the goal.

Professional Growth Goal

Managers and team members will collaborate to set a rigorous, yet attainable, professional growth goal for the team member; both the manager and staff member will reflect and draft a potential professional growth goal. Professional Growth Goals should be connected to a competency or indicator on the [Central Service Leadership Rubric](#) and follow the [SMARTIE format](#).

Upon agreeing to the goal, the manager and team member will identify measures of success, discussion points (e.g., milestones, obstacles, resources/supports) and strategies/next steps to achieve the goal. The finalized goal will be documented in SFS by the team member and should be completed by all individuals hired on or before Jan. 1, 2024: See [Appendix J: Adding Goals to SFS](#) for step-by-step guidance.

<All Central Service Leaders> See [Appendix H for a SMARTIE Goal Template](#) and [Appendix I: Professional Growth Goal Worksheet](#) to help guide your thinking.

<Managers> During this conversation, a team member’s professional growth goals will be finalized for the team member to add it to SFS.

- In addition to finalizing the team member’s goal, managers should schedule the mid-year 2x2 feedback conversation. Please reference the following [Rubric section](#) for additional details on the 2x2 feedback process.
- At the close of the evaluation cycle, managers and team members will discuss the progress/completion of the professional growth goal. Based on the progress/completion, the manager will determine a rating. *More information will be provided at the end of the evaluation cycle.*

Rubric

The [rubric is available here](#). The summative rubric rating is determined by the feedback and ratings given via the 2x2 Feedback Conversations (mid- and end-of-year). **Note:** To align with the school-year calendar, the 2023.24 evaluation cycle spans July 2023 to June 2024.

2x2 Feedback Conversations

The 2x2 process ensures that managers and staff members discuss updates and progress in their work. The manager and staff member each reflect on their work – noting two items they are doing well and two areas they could improve, as well as two items the other person is doing well and two areas where they could grow. There will be a mid-year and end-of-year conversation around the 2x2 form, but you are encouraged to incorporate the form’s focal areas into check-ins or discussions as possible throughout the year.

- For the staff member, the focus is on their performance overall;
- For the manager, the focus is on their work with the staff member.

2x2 Process

In preparation for the 2x2 Feedback Conversations (mid-year and end-of-year), the manager and team member will complete their applicable section of the 2x2 Feedback Form. Individuals hired after Jan. 1, 2024, should still complete a minimum of one 2x2 form: See [Appendix J: 2x2 Feedback Conversation Form](#). Once the form has been completed:

- Exchange feedback a few days before the 2x2 conversation; this will allow for both parties to review and reflect prior to the conversation.
- Engage in the 2x2 Conversation.
- Compile both sets of feedback into one 2x2 Feedback Form.
- Based on the feedback and performance to-date, managers give ratings on applicable indicators within SFS and upload the completed 2x2 Feedback Form.

Late Hires: Team members hired on or after Jan. 1, 2024, should still complete a minimum of one 2x2 Conversation. Their overall evaluation will be incomplete for the full evaluation cycle, but the 2x2 will serve as a measurement of the individual’s professional growth and progress following their start date. *Any team member hired prior to Jan. 1 will complete all evaluation components.*

Growth & Performance Improvement Plan Guidance

Evaluations are a way for the employee/staff member to grow in their role with TeamIPS. *Please note:* It is common practice to put employees/staff members through a growth plan prior to completing a Performance Improvement Plan.

Growth Plans

If, during the End of Year 2x2 Conversation, it is determined that there is a significant lack of proficiency in any domain area or specific staff performance competency expectations have been rated as Improvement Necessary or Ineffective, then the supervisor will schedule an additional meeting with the staff member to develop a growth plan in SFS.

This plan will document and implement the following:

- Identify and review the specific performance expectations not being met.
 - Focused improvement areas should be limited to no more than two (2) indicators, during the 4-6 week timeline.
- Specify what is needed to improve the level of performance as shown.
- Provide suggestions, resources, strategies and support that the staff member may use to improve performance.
- Provide timelines of 4–6 weeks for the staff member to follow when addressing performance expectations, ensuring the staff member has reasonable time to show improvement. The supervisor will also document coaching conversations throughout.

The evaluator is to maintain robust documentation of ongoing observations/walkthroughs and feedback provided to the staff member to promote improvement throughout the duration of the plan. Documentation of progress should be maintained and uploaded to SFS.

Completion of Growth Plan

The completion of the growth plan is to be documented within SFS. If the staff member does not successfully complete the growth plan, additional growth plans may be developed to continue providing opportunities for the staff member to grow and improve performance. All subsequent growth plans are to be developed and maintained within SFS.

Performance Improvement Plan (PIP)

If an employee showed a significant lack of proficiency the previous evaluation cycle and received a summative rating of *Ineffective or Improvement Necessary*, the supervisor and employee will discuss and develop a Performance Improvement Plan (PIP) during the Initial Goal-Setting Conference at the beginning of the evaluation cycle following the *Ineffective or Improvement Necessary* rating of the previous evaluation cycle.

The Performance Improvement Plan will:

- Identify and review the specific performance expectation not met.
- Specify what is needed to improve the level of performance as shown.
 - Providing specific examples of what effective performance would look like.
- Focus improvement areas on no more than four (4) indicators, at a time.
- Provide suggestions, resources, strategies and support that the staff member may use to improve performance.
- Provide timelines for the staff member to follow when addressing performance expectations, ensuring the staff member has reasonable time to show improvement (no shorter than 90 days).

Carrying Out the PIP

The evaluator should provide ongoing observations/walk-throughs and feedback to the staff member throughout the duration of the plan; documenting progress and notes within SFS.

By developing PIPs based on observed evidence and previous summative ratings, the evaluator is making a direct link between the development of the employee and professional learning – either in the building (i.e., observing other team

members, team working, book study, developing and leading PD) or outside the building (e.g., district level PD, external coursework or classes, etc.). Employees can earn PGP points through this process.

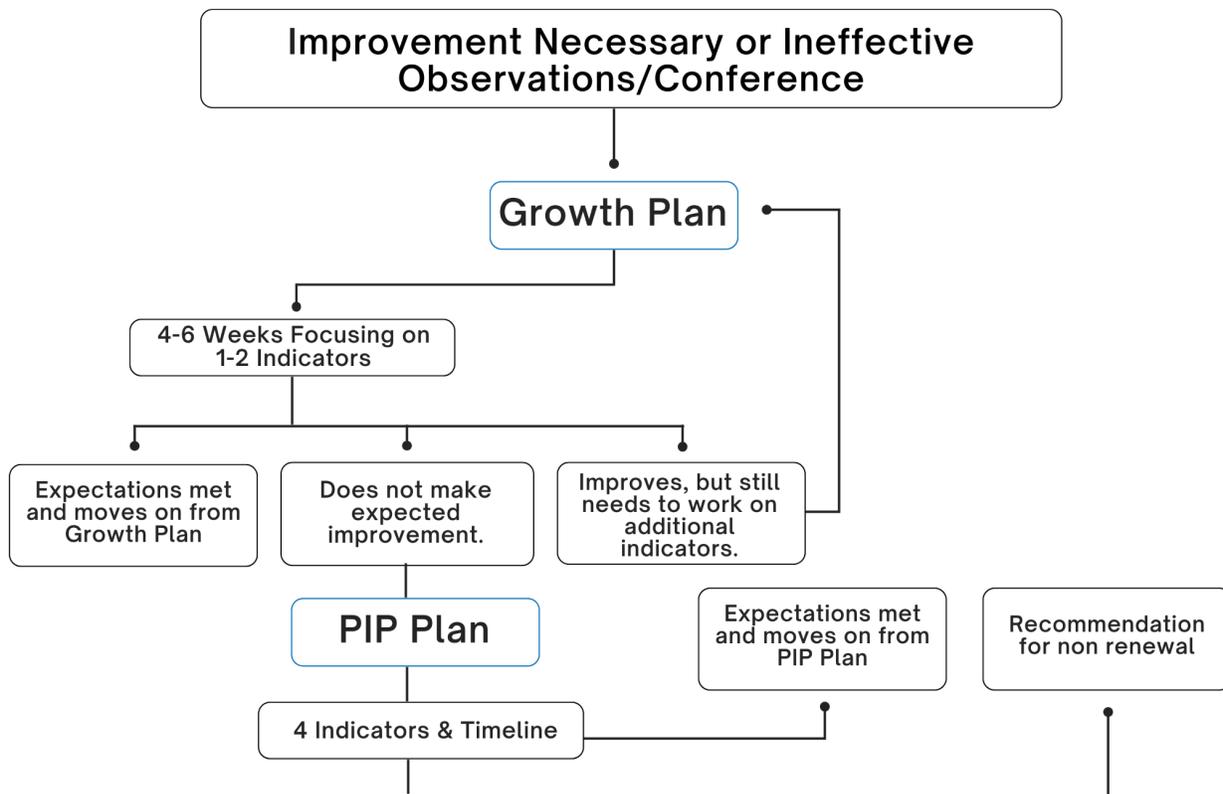
In addition to PIPs, the district will develop data reports and training for supervisors to help guide team professional development, professional development plans, and professional development on the district level.

Non-renewal Recommendation

At the conclusion of a Performance Improvement Plan, the evaluator will make a judgment as to whether the employee will be recommended for nonrenewal, renewal or placement on an additional PIP for the coming evaluation cycle. The judgment will be shared with the Employee. Human Resources will also provide additional information about the non-renewal process early Spring semester.

If a non-renewal recommendation is made, the evaluator should have thorough documentation and supporting evidence of ineffective performance, growth plans developed to support the employee’s performance, results of growth plans, etc.

Growth & PIP Plans



Appendices

Appendix H: SMARTIE Goals Template (Professional Growth Goals)

This template is [linked here](#) to download or copy to your own folder within Google Drive: You can also [restrict access](#) as needed for any form copies.

Guiding Questions:

Strategic (or Specific)

- What exactly do I hope to achieve, and in what context?
- Why do I hope to accomplish this?
- Why is this goal specific to me?

Measurable

- What would success look like?
- How will I know it when I see it?
- How will I measure and review your progress?
How will I define and recognize successful completion of the goal?
- Measurable does not necessarily mean hard data or quantitative analysis, but rather evidence that helps to articulate a shared understanding of success and means to know if progress is being made.

Ambitious

- What target or definition of success would feel like an accomplishment or be significant progress?
- How would this potentially impact students/families/communities we serve? How about the people I work with or manage?
- Will it motivate me to challenge myself?

Realistic

- What resources are available to me and within what timeframe?
- Have I considered other commitments or priorities in relation to this goal?
- Are there certain constraints that might be helpful?

Timebound

- By what date should I reasonably be able to meet this goal?
- What dates might allow me to know if I am on track or not?
- Are there specific benchmarks I can set to maintain momentum?

Inclusive

- How will I prioritize including traditionally or previously excluded individuals and/or groups into processes, activities and decision/policy making?
- What perspectives or voices do I need to ensure are considered and engaged?
- How will I gather multiple perspectives to monitor and measure progress?

Equitable

- How does this goal address systemic injustice, inequity, or oppression?
- How do my own positionality and power inform how I might engage effectively?

S - Strategic

- reflects an important dimension of what your organization seeks to accomplish (programmatic or capacity-building priorities).

M - Measurable

- includes standards by which reasonable people can agree on whether the goal has been met.

A - Ambitious

- challenging enough that achievement would mean significant progress; a “stretch” for the organization.

R - Realistic

- not so challenging as to indicate lack of thought about resources or execution; possible to track and worth the time and energy to do so.

T - Timebound

- includes a clear deadline.

I - Inclusive

- brings traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

E - Equitable

- includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression

Appendix I: Professional Growth Goals Planning Worksheet

This template is [linked here](#) to download or copy to your own folder within Google Drive: You can also [restrict access](#) as needed for any form copies.

Step 1 – Determine priorities for the coming months

What do you hope to accomplish this year? Why?

- Consider district goals and team or department goals and your influence in reaching them.
- Coming out of my most recent performance evaluation dialogue, what were my areas of focus?
- What strengths should I maximize in this period?
- What can I do to improve my own effectiveness in my role?
- How do I want others to experience my work within the district, my team, within schools, and the community?
- What priorities do I have in mind in terms of contributing to a more inclusive and equitable IPS?

For managers, how will I focus on becoming a more inclusive and equitable leader and manager? How will I ensure IPS is an inclusive place to work?

1. Priority for my role or work this year: _____
2. Priority for my role or work this year: _____
3. Priority for my role or work this year: _____

Step 2 – Reflect

Impact & Motivation

- Why are these intended outcomes important?
- What is my motivation, individually and/or within my team, for moving forward with these goals and DEI-centered thinking?

Role of Identity

- How do my different identities influence the goal, metrics, etc.?
- What are the consequences of those intersections?
- How does my privilege and position influence what I consider possible?

Who Benefits

- Who is inherently advantaged by the potential goals? Disadvantaged?
- How might I change the goals to either mitigate that disparate impact or to make equity and inclusion intentional features?
- How will I create the conditions with staff and schools that will lead to equitable outcomes?

Danger of a single story

- How will an outcome specifically address a more inclusive IPS culture?
- Am I considering the non-dominant IPS experience?
- Am I collecting, hearing from and considering different perspectives from my own identities?

Step 3 – Draft SMARTIE Goals

Strategic, Ambitious, Outcome:

Make it **M**easurable (*how I will know success when I see it*):

The main activities or tactics I'll use to make it **R**ealistic to reach the outcome, including steps to ensure the goal is **I**nclusive and **E**quitable:

- By _____ (date): _____
- By _____ (date): _____

Time Bound: This goal will be measured between _____ (start date) and _____ (end date) OR I anticipate meeting this goal by _____ (end date).

Step 4 – Prepare for Success

- What challenges do I anticipate?
- What opportunities exist?
- What do I need to meet this goal?
- Who might I be able to ask for help or from whom can I learn or leverage?

Step 5 – Goal-Setting Conversation

Before the Performance Goal-Setting Conversation:

- The manager will schedule a goal-setting conversation (30 minutes – 1 hour)
- Staff and manager independently generate 3-5 proposed goals and complete the respective chart below. (Staff should use the [Goal-Setting Worksheet](#) to create SMARTIE goals.)
- About one week prior to the conversation, staff members will send their goal(s) to the manager.
- The manager returns the same document to the employee within the next 2-3 days. The updated document should include the manager's proposed goals and any additional feedback that the team member may need to review in advance of the goal-setting conversation.

During the Conversation:

- During the time of the conversation, the staff member and manager converse about the proposed goals and feedback, concluding the time with a final list of 3-5 goals, including measures of success and strategies/next steps.

After the Conversation:

- The manager will send the finalized goals to the staff member, confirming that these goals will be discussed at regular check-ins, mid-year conversations, and end-of-year conversations.

Staff/Manager Proposed Goal(s)

Goal	Context	Connection to Competency/Indicator
<i>SMARTIE goal</i>	<i>Goal should be rooted in previous year's growth areas and coming year's work (i.e. team or district goals). Staff should be able to communicate that thinking.</i>	<i>Every goal should draw from existing competencies.</i>

Final Professional Growth Goal(s) (Staff member to add to SFS. [Instructions for adding Goals are here.](#))

Goal	Measures of Success	Discussion Points (e.g., Milestones, Obstacles, Resources/Support)	Strategies/Next Steps
What is to be achieved.	How to gauge the extent to which the objective is attained. Noted metrics will determine if the goal has been met.	Define what "success" looks like along the way. These let team members know if they are on track.	High level action steps – the "How."

Appendix J: 2x2 Feedback Conversation Form

The 2x2 system ensures that managers and staff members discuss updates and progress within their work. The manager and staff member each reflect on their work – noting two items they are doing well and two areas they could improve, as well as two items the other person is doing well and two areas where they could grow. For the staff member, the focus is on their performance overall; for the manager, the focus is on their work with this staff member. There will be a mid-year and end-of-year conversation around the 2x2 form, but you are encouraged to incorporate the form’s focal areas into check-ins or discussions as much as possible throughout the year.

The following form is [linked here](#) to **download or copy to your own folder within Google Drive for each 2x2 conversation: You can also [restrict access](#) as needed once you have made a copy. Additionally, a sample form is [linked here](#), which includes content examples for each section of the 2x2.**

The rubric used for Central Services Leadership is [linked here](#).

STAFF MEMBER – PLEASE COMPLETE THIS SECTION:

	Focal Area	Rubric Alignment <i>Identify indicators from the Central Services Leadership Rubric.</i>	Evidence <i>Example(s) of your work/performance as it relates to the indicator(s).</i>
Two items I'm doing well			
Two areas I could improve			
	Focal Area for your Manager <i>As it relates to your work together.</i>		Evidence <i>Examples of your work together (support, expectations, communication, etc.).</i>
Two items you're doing well			
Two areas you could improve			

MANAGER – PLEASE COMPLETE THIS SECTION:

Focal Area <i>As it relates to your work together; how you set expectations, provide support, offer feedback, etc., which can also be items from the Central Services Rubric.</i>		Evidence <i>Examples of your work together.</i>
Two items I'm doing well		
Two areas I could improve		
Employee Focal Area	Rubric Alignment <i>Identify indicators from the Central Services Rubric.</i>	Evidence <i>Example(s) of their work/performance as it relates to the indicator(s).</i>
Two items you're doing well		
Two areas you could improve		

As 2x2 feedback is added to SFS, the checklist dashboard will update – reflecting the status of each document.

- When an item has been submitted and/or completed, the link below it will read “View.”
- Click it to review all submitted feedback.

Title - 250 characters left

NOTE: **Directions:**
Step 1: In the text box below, please summarize the key points of feedback discussed in your 2x2 with your team member.
Step 2: Review the rubric to the right and select the applicable domains/indicators that align to the feedback given. Of those domains/indicators, click the appropriate performance rating. *For example, if your feedback is in regard to collaborating across teams, you would review and rate the applicable indicators under Domain 2: Provide high quality supports to schools.*
Step 3: Upload the completed 2x2 form (with both your feedback and the team member's feedback) under the Attachments & Links section, found at the bottom of the screen.

Description

Clear Search

IPS Central Services Leadership

Domain 1: Lead from an equity in (2)

Checklist: Central Service Leaders_2021

<input type="radio"/>	Central Service Department/Team Goal	Req
<input type="radio"/>	Professional Growth Goal	Req
<input type="radio"/>	MOY 2x2 Feedback	Req
<input type="radio"/>	EOY 2x2 Feedback	Req
<input type="radio"/>	Finalization	Req

• A me exp cor • Ei variety of appropriate inclusive