



**TIPTON COMMUNITY
SCHOOL
CORPORATION**

**CERTIFIED APPRAISAL PLAN
QUICK REFERENCE GUIDE**

2021-2022

UPDATED JULY, 2021

Committee Members:	3
Revision History of Document:	3
Executive Summary:	4
Components Required by Law:	5
Components of the Plan:	6
Evaluations:	6
General Overview of Evaluations:	7
Components of the TCSC Evaluation System:	8
Overview of Components:	8
Observations:	8
Semester Check-in:	8
Professional Practice:	8
Evaluator Training:	9
Core Professionalism Domain:	9
Suggested List of Artifacts:	9
Timelines for Observations, Semester Check-ins, and Summative Evaluations:	11

The following staff members participated in the planning and development of the Tipton Community School Corporation's Certified Personnel Appraisal Plan.

Committee Members:

Amy Cole, Teacher and TEA President, Tipton High School

Allison Ripberger, Teacher and TEA Vice President, Tipton Elementary

Jessica Higginbotham, Teacher, Tipton Elementary School

Hannah Fakes, Teacher, Tipton Elementary School

Kim Warner, Teacher, Tipton High School

Lynn Calloway, Teacher, Tipton Middle School

Ryan Glaze, Superintendent

Lori Rayl, Principal, Tipton Elementary School

Caylie Dicken, Assistant Principal, Tipton Elementary School

Melissa Kikta, Principal, Tipton Middle School

Craig Leach, Assistant Principal, Tipton Middle School

Rik Stillson, Principal, Tipton High School

Brett Sanders, Assistant Principal, Tipton High School

Revision History of Document	
Initial Rollout	September 2012
Revision	August 2013
Revision	August 2016
Revision	August 2018
Revision	June 2020
Revision	July 2021

Executive Summary:

Teacher evaluations will be based on evidence collected in Professional Practice. The data collected is quantified into a 1 to 4 point scale with weights being given to each category within an area, and sometimes, where noted, within a category.

For the Professional Practice, a rubric will be used in assigning a value. This will be 100% of the summative evaluation. At least two extended classroom observations (at least 40 minutes) will be conducted in a school year, one before December 1 and one by May 1. Formal walkthroughs (at least 10 minutes) will be conducted with at least one per nine (9) weeks using Standard for Success Walkthrough Template. Informal walkthroughs will also be utilized at the evaluators discretion.

Summative Evaluation will include:

Professional Practice		Value
Teacher Evaluation Rubric (TER)	Domain 1: Planning (10%) Domain 2: Instruction (75%) Domain 3: Leadership (15%) Domain 4: Core Professionalism	
4 Formal Walkthroughs	Put in link to SFS	
	Total Summative Weight	100%

All of these characteristics will be found in the TCSC's Certified Personnel Professional Appraisal System, through the domains, components, and elements of the RISE Teacher Effectiveness Rubric (TER). All of the characteristics of an effective appraisal system focus upon teacher development, improvement of instruction, and student learning. The domains of the RISE Teacher Effectiveness Rubric of professional appraisal used as a framework for TCSC's Certified Personnel Appraisal System are 1) purposeful planning, 2) effective instruction, 3) teacher leadership, and 4) core professionalism.

Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points
Note: Borderline points always round up.				

In the TCSC's Certified Personnel Appraisal Plan, each teacher will receive a rating at the end of the school year in one of four performance levels:

Highly Effective: A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Effective: An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Improvement Necessary: A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher whom a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Ineffective: An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Components Required by Law

The Teacher Appraisal Program, by state law (I.C. 20-28-11.5) evaluations must:

- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

More specifically, the appraisal plans must have the components outlined below:

Components of the Plan:

- Plans must include performance evaluations for all certified employees conducted at least annually.
- Plans must include "rigorous" measures of effectiveness including observations and other performance indicators
- Plans must include an annual designation of each certified employee as either a) highly effective, b) effective, c) improvement necessary or d) ineffective.
- Plans must include an explanation of the evaluators recommendations for improvement and the time by which improvement is expected.
- **Plans must include a provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.**
- **Plan must include a provision that a teacher who negatively impacts student growth cannot receive a rating of highly effective or effective.**
- Interlocals, Special Education cooperatives, Joint Career and Technical schools, charters and virtual charters are included as school corporations requiring plans.
- Each school corporation must submit a plan which will be published on the IDOE website.
- Legislation is not clear as to whether districts need 75% vote from teachers so it is recommended.

Evaluations:

- All certified employees will have an evaluation conducted annually.
- The Summative Evaluation must be conducted and a conference held with the teacher no later than December 1 of the year following the observation. This information is needed to determine the distribution of the Teacher Appreciation Grant.
- An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.
- A teacher may conduct staff evaluations if they have a record of effective teaching over several years, is approved by the principal, and conducts staff evaluations as a significant part of their job.
- The evaluator must discuss the evaluation with the employee and employee must receive a copy of evaluation no later than seven (7) school days after the observation
- Individuals can only conduct evaluations if they have received training and support in evaluation skills.

- If a teacher is rated "ineffective" or "needs improvement", the evaluator and teacher shall develop a remediation plan of not more than 90 school days in length to correct deficiencies.
- Remediation plans must require the use of license renewal credits in professional development activities intended to help the teacher achieve an effective rating on the next evaluation.
- A teacher who receives a rating of "ineffective" may file a request for a private conference with Superintendent/designee no later than 5 days after receiving notice.
- A student may not be instructed for 2 consecutive years by 2 consecutive teachers, each of whom was rated as "ineffective" before the school year in which the student is placed in the respective teacher's class.
- If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating for the most recent year in which the teacher instructed students will be used.
- If a school corporation cannot comply with the above they must notify parents of each applicable student indicating the student will be in a classroom with a teacher rated "ineffective". The parent must be notified before the start of the second consecutive year.
- By August 1 of each year, school corporations must submit the results of the staff performance evaluations, including the number of certified employees placed in each performance category to the IDOE. Before Sept. 1 of each year, IDOE will report the results to the state board and the public.
- At the beginning of each school the Teacher Evaluation Communication plan will be effectively communicated to all stakeholders.

General Overview of Evaluations

All certified staff members will be included in the appraisal process. Indiana code requires that certified personnel receive one formal evaluation per year. TCSC's local appraisal system provides for a minimum of two observations (of at least 40 minutes) all individuals being evaluated plus four (4) formal walkthroughs (one (1) per 9 weeks of at least 10 minutes each). Formal walkthroughs are part of the Summative Evaluation. Long observations and formal walkthroughs may be a basis for determining additional observations. If a teacher has been classified as in the lower categories – ineffective or needs improvement additional observations may be required. Informal walkthroughs may be conducted throughout the school year.

Components of the TCSC Evaluation System

Overview of Components

All certified employees will receive an annual evaluation. This will consist of a minimum of two observations for classroom teachers and semester check-ins for non classroom teachers.

Observations

The first semester observation will be at least forty (40) minutes in duration and will be pre-scheduled with the teacher. Teachers are expected to complete a Pre observation form before being observed. The second semester observation will not be pre scheduled and will be completed by March 15 of a school year. Observations will be followed with written feedback within five (5) school days and a post-conference within seven (7) school days. A minimum of four formal walkthroughs (one (1) per nine weeks) which are unannounced and will be done by any trained evaluator, with written feedback will be provided within two (2) school days.

Semester Check in:

Instead of observations, teachers who do not teach children on a daily basis will complete semester check-ins. The teacher will be asked to complete a self assessment of their performance using their performance rubric and provide evidence or data of completed assignments and responsibilities. The evaluator will also complete an assessment using the same performance rubric and schedule a meeting to discuss each semester's performance. Semester 1 check in shall be completed by December 15 and Semester 2 check in shall be completed by May 1.

Every teacher is unique, and the classroom is a complex place. TCSC's Certified Personnel Appraisal Plan relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance.

Professional Practice

Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism. TCSC has chosen to use the Indiana Teacher Effectiveness Rubric (TER) developed for the state's model, RISE. TER is relatively simple to use while providing the domains and indicators that would encompass those qualities we wish to evaluate. Rubrics for counselors, media specialists, and other certified staff have been developed by their respective professional organizations in

partnership with the IDOE. These are also incorporated in the TCSC's Certified Personnel Appraisal System.

Evaluator Training

New administrators must complete state approved teacher evaluation training provided by Standard for Success before evaluating any personnel. Annually, all administrators will complete an overview training before the school year begins and participate in data disaggregation sessions in December and May for the purpose of intra evaluator reliability.

Core Professionalism Domain

The primary portion of the Teacher Effectiveness Rubric consists of three domains and approximately nineteen competencies (the number of domains and competencies vary by rubric). In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

The Core Professionalism domain has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

Non compliance after written corrective action from administration in any of these four non-negotiable aspects of a teacher's job may result in a negative one (1) point deduction from the teacher's summative evaluation.

Suggested List of Artifacts

- I. Planning and Preparation:
 - Lesson Plans
 - Long Range Plans
 - Assessment Plan
 - Grading Plan/Grade Book
 - Discipline Plan
 - Substitute Plans
- II. Classroom Environment:

- Affective domain (self-esteem, incentives, rewards, projects, etc.)
- Physical Layout (rationale)
- Seating Arrangement (rationale)
- Group Building Strategies
- Cooperative Learning
- Classroom Rules/Routine
- Management Forms
- Bulletin Boards (interactive, instructional, affective)
- Homework Plan

III. Instruction:

- Units of Study/Thematic Units
- Extension/Enrichment Activities
- Review/Reinforcement Activities
- Modifications/Differentiations for Special Needs
- Flexible Grouping Plans
- Instructional Sequence (samples from whole lesson sequence-planning through culmination)
- Completed Student Work Samples (with evidence of individually specific teacher feedback)
- Homework Assignments and Guides
- Technology Links (multimedia, laser disc, internet, etc.)
- Curriculum Integration Efforts
- Video-taping of Instruction/Photo Chronology of Unit Sequence

IV. Personal and Professional Responsibilities:

- Professional Involvement (District Committees, School Committees, Professional Organizations, Community Projects)
- Research to Practice (Professional Reading, Journals)
- Team/Grade Level (Group Planning Notes)
- Parent Communication (notes, letters, phone calls, surveys, forms, etc.)
- Coursework. Conferences, Workshops, Presentations, Meetings
- Collegiality

*Use of technology resources is encouraged in developing artifacts.

Timelines for Observations, Semester Check-ins, and Summative Evaluations:

July	Updates to the appraisal plan made and presented to TCSC Board of Trustees/Comprehensive training for new teachers during New Teacher Orientation.
August	Annual Training on Evaluation Plan and Standard for Success Software Annual Presentation to the Board of Trustees of teacher evaluation rating
August – December	Semester 1 Classroom observations take place.
December 1	Semester 1 observations and two formal walkthroughs have been conducted for each teacher followed by a post-observation conference.
December 15	End of Semester Check-in completed (for non classroom teachers)
January – April 15	Semester 2 unscheduled observations and two formal walkthroughs have been conducted for each classroom teacher followed by a post-observation conference.
April-May	Data and evidence in all areas collected.
May 1	End of Semester Check-in completed (for non classroom teachers)
June	Final summative ratings determined and shared with teachers.

Standard for Success Quick Links:

Standard for Success

Professional Development Tasks. Professional development tasks may be uploaded and archived for license renewal. It is the teacher's responsibility to maintain artifacts for professional growth points.

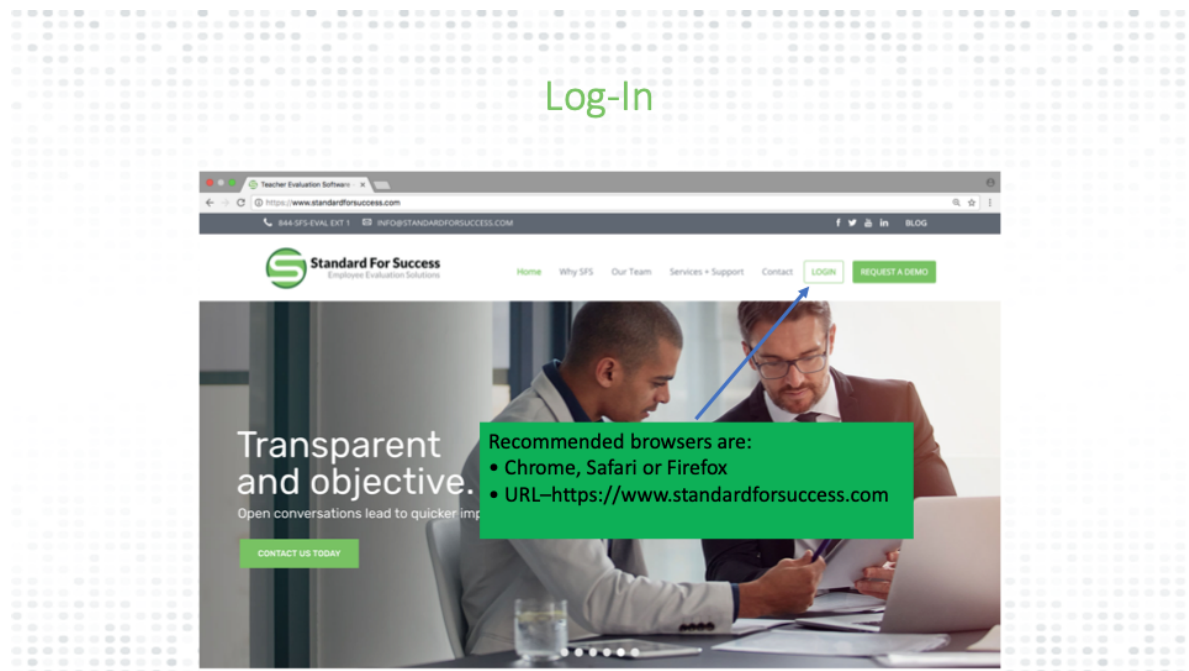
Artifacts Documents may be uploaded to SFS software under “Artifacts” found on your individual dashboard. Artifacts include any documentation to support working being done in the classroom.

Your Rubric. This lists the various rubrics that you can see the layout of the domains. Teachers will use the rubrics RISE Teacher 3.0.

Formal Walkthrough: Formal walkthrough information and comments can be found on your individual dashboard on SFS.

Observation. Evaluators will complete this form found on your SFS dashboard whether a classroom observation or End of Semester Check-in. You will receive an email from SFS confirming the completion of the observation for your review.

Login to Standard for Success



Log-In

Standard For Success
Making Evaluation Meaningful

Standard for Success Account Login

email@example.com
password

[I don't know my password](#)

[Login](#)

[Login using your Google Account](#)

Need help? Contact us: help@standardforsuccess.org

Annotations:

- Click for forgotten password (points to "I don't know my password")
- Click on Login (points to "Login" button)
- Log in using school email (points to email field)
- Use assigned password and then change it under the Support button (points to password field)
- May also log in with Google Account (points to "Login using your Google Account")

Services + Support

Change Password

Support Center

Open/Unread Support Tickets [Create New Support Ticket](#) | [View All My Tickets](#)

Personal Account Settings

[Change My Password](#) [Restore Deleted Items](#)

Email Notifications are sent out daily in the email you provide. If there is something you need to be notified about, please stop email notifications.

Email Notifications are currently set to: [SEND](#)

Help Section

SFS Unplugged: [Learn how to use SFS in a non-connected environment](#)

Helpful PDFs

- Start Screen and Menus - [pdf](#) - updated 01-10-18
- Staff List Page - [pdf](#) / [pptx](#) - updated 01-10-18
- Create an Observation - [pdf](#) / [pptx](#) - updated 01-10-18

Annotations:

- To change password, click on Support Button (points to "Support" in the top navigation bar)
- Click on Change My Password (points to "Change My Password" link)

Self Assessment

The screenshot shows a web application interface for 'Self Assessment'. At the top is a dark navigation bar with a logo and links: Home, Support, Forms, New Ticket, EI, GPS, Logout, and Emily Mullins. Below this is a green sub-navigation bar with links: RUBRICS, SELF ASSESSMENT, LVIS/PGP, and SURVEYS. The main content area displays the user's name 'Mullins, Emily' and a dropdown menu for 'Evaluation Ending Jun 2017'. A dark grey header section is titled 'Self Assessments'. Below this, there is a link 'Create New Self Assessment'. A green callout box with the text 'Click on Self Assessment and then Create New Assessment' has two arrows: one pointing to the 'SELF ASSESSMENT' link in the green navigation bar and another pointing to the 'Create New Self Assessment' link. The footer contains contact information, social media icons, and the Sandbox Community Schools logo with the tagline 'Building Brighter Futures'.

Home Support Forms New Ticket EI GPS Logout Emily Mullins

RUBRICS SELF ASSESSMENT LVIS/PGP SURVEYS

Mullins, Emily Evaluation Ending Jun 2017

Self Assessments

Create New Self Assessment

Click on Self Assessment and then Create New Assessment

Contact | Terms of Use | Privacy Policy

Copyright © 2018 StandardforSuccess.com, All Rights Reserved.

Sandbox Community Schools
"Building Brighter Futures"

Self Assessment

Mullins, Emily

Self Assessment

Please select the indicators that best represent where you are at today.

Each click is instantly recorded into the database. Your self-assessment will not be made available to your administrator until you click on the button below. Until then you can return to this assessment at any time and continue or change answers.

[Click Here To Finalize Self Assessment and Make Available to Your Administrator](#)

Click here only when ready to send to your administrator

DOMAIN 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data To Plan

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans.	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, the above	Teacher rarely or never uses prior assessment data when planning.

Click on the areas of the rubric where you see yourself

1.2 Set Ambitious And Measurable Achievement Goals

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student	Teacher develops an annual student achievement goal that: - Measurable:	Teacher develops an annual student achievement goal that is: - Measurable	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely

Staff Home Page

Emily Mullins

Evaluation Ending Jun 2017

[Show Legend](#) - [View as PDF](#)

Primary Evaluator:

Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth Model - 15.0% Student Learning Outcome - 5.0% School-Wide Learning Measure

Observations

1	1		SA	Jan 15, 2018 - Self Assessment	hide/show	1
	3	2	S	Dec 30, 2016 - Complete	Sandy hide/show	New
3	3	2	E	Jan 18, 2017 - In Review	Buffett hide/show	1
7	6		S	Oct 23, 2017 - Complete	Buffett hide/show	New
2	2	1	E	Jan 15, 2018 - In Review	Sand hide/show	New Comment

[Request Outside Evaluator](#)

[Start New Pre-Observation Form](#)

Walk-Throughs

[View 2 Walk-Throughs - View Summary](#)

Finalization

May view observations, start new Pre-observation form when requested, view walk-throughs

Artifacts

[Create New](#)

Professional Development Tasks

[Create New](#) - [View Tasks: \(2 open\) \(1 closed\)](#)

Student Learning Objectives

[Overview](#)

Admin Forms

[Overview](#)

Goals

[Overview](#)

Test Forms

[Overview](#)

Professional Growth

[View](#)

May create and view Artifacts, create and view professional development tasks, SLOs and Professional Growth Plan

Message from Sandbox School District 1.0

SLOs are due October 1.

RISE 2.0 Teacher (v.2016)

Observations

Emily Mullins Evaluation Ending Jun 2017 [Show Legend](#) - [View as PDF](#)

Primary Evaluator:
Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth Model - 15.0% Student Learning Outcome - 5.0% School-Wide Learning Measure

Observations

Level	Count	Observation	Evaluator	Status
1	1	Jan 15, 2018 - Self Assessment	SA	
2	2	Dec 30, 2016 - Complete	Sandy	hide/show
3	3	Jan 18, 2017 - In Review	Buffett	hide/show
4	4	Oct 23, 2017 - Complete	Buffett	hide/show
5	5	Jan 15, 2018 - In Review	Sand	hide/show

[Request Outside Evaluator](#)
[Start New Pre-Observation Form](#)

Walk-Throughs
[View 2 Walk-Throughs - View Summary](#)

Finalization

Artifacts
[Create](#)

Student Overview

Admin Forms
[Overview](#)

Goals
[Overview](#)

Test Forms
[Overview](#)

Professional Growth Plan
[View](#)

Message from Sandbox School District 1.0
SLOs are due October 1.

RISE 2.0 Teacher (v.2016)

Observations are chronologically numbered. Numbers in colored boxes show number of times the staff member was marked in each of the four levels, with blue being the highest level and orange the lowest. Click on the observation to view.

If asked, staff member may fill out new pre-observation form

Pre and Post-Observation Forms

Pre-Observation Questions

What learning objectives or standards will you target during this class?	
How will you know if students are mastering/have mastered the objective?	
Is there anything you would like me to know about this class in particular?	
Are there any skills or new practices you have been working on that I should look for?	
Please attach the following items for review prior to your scheduled observation:	

Staff Signoff: ☐ This Pre-Observation form is complete and ready to be shared with my administrator.

For both pre and post-observation forms, answer questions in the text boxes. When complete, sign off by clicking in the Staff Sign-off box. Then click on the Save and Make Available to the Administrator button. Post-observation form is found within the observation, after sent by administrator.

View Observation

Emily Mullins

Evaluation Ending Jun 2017

Primary Evaluator:

Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth

Observations

1	1	SA	Jan 15, 2018 - Self Assessment	hide/show	
3	2	S	Dec 30, 2016 - Complete	hide/show	New
3	2	E	Jan 18, 2017 - In Review	hide/show	
7	6	S	Oct 23, 2017 - Complete	hide/show	New
2	2	E	Jan 15, 2018 - In Review	hide/show	New Comment

[Request Outside Evaluator](#)
[Start New Pre-Observation Form](#)

[Walk-Throughs](#)
[View 2 Walk-Throughs](#) - [View Summary](#)

[Finalization](#)

edu.standardforsuccess.com says:

By clicking OK you are confirming that you have received and are viewing a copy of this observation.

[Cancel](#) [OK](#)

[Professional Development Tasks](#)
[Create New](#) - [View Tasks](#): (2 open) (1 closed)

[Student Learning Objectives](#)
[Overview](#)

[Admin Forms](#)
[Overview](#)

[Goals](#)
[Overview](#)

[Test Forms](#)
[Overview](#)

[Professional Growth Plan](#)
[View](#)

Message from Sandbox School District 1.0

SLOs are due October 1.

RISE 2.0 Teacher (v.2016)

New observations are in red. To view, click on the observation

Must click on OK to view observation. This is the electronic signature

View Observation

Mullins, Emily - Extended Observation

Switch View

2 2 1

Started Jan 15, 2018

NEW

Comment by Tammy5 Sand on Jan 15, 2018

Observation Performed by Tammy5 Sand
 Observation Sent to You on Jan 15, 2018
 Observation Viewed by You on Jan 15, 2018
 This Extended Observation was sent for review on Jan 15, 2018
 Post-Observation Conference: Jan 17, 2018 @ 6:45am

Great job today. Suggestions for next visit...

[Edit Pre-Observation Form](#)
[Edit Post-Observation Form](#)
[View PDF Version](#)
[Create New Comment](#)

PDF

Adobe

NEW

Staff may see attachments and add new attachments here.

RISE 2.0 Teacher (v.2016)

DOMAIN 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data To Plan

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans.	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above.	Teacher rarely or never uses prior assessment data when planning.

Scripting

[04:04] This is where the staff member sees the scripting of evidence by the evaluator. 1.1.HS Colored circles are previous observations' preliminary ratings. 1.2.E Colored circles are previous observations' final marks.

[04:06] Open marks boxes in scripting and open circles in rubric are preliminary markings for this observation. 1.1.IN

Staff member will see date of post-conference, if scheduled. Staff may edit pre and post-observation forms. Staff may view PDF version of observation. Staff will see any comments made and may comment back for a set number of days.

Teacher Evaluation Software

Teacher Evaluation Software

SFS

Secure | https://edu.standardforsuccess.com/staff/review_observation?sid=dr6khjrmwu0mkmcqfww&oid=547167&cuid=f70q0keagqhu1fkbbt3

NEW

Scripting

[04:04] This is where the staff member sees the scripting of evidence by the evaluator. 1.1.HS Colored circles are previous observations' preliminary ratings. 1.2.E Colored circles are previous observations' final marks.

[04:06] Open marks boxes in scripting and open circles in rubric are preliminary markings for this observation. 1.1.IN

[04:07] For final marks for the observation, the indicator will have a box around it and be colored. The final marks in the scripting will appear at the bottom of the evidence.

[04:08]

These are the final marks

[04:09]

1.1.HS 1.2.E

Custom Fields

If preliminary marks are used, coding is open box. Final marks are at bottom of scripting in closed box

At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.
 Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans. | Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above. | Teacher rarely or never uses prior assessment data when planning. |

Notes may be made by the administrator in these boxes below competency.

1.2 Set Ambitious And Measurable Achievement Goals - view marks

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

The part of the rubric that was marked by the Evaluator

View Observation, cont.

RISE 2.0 Teacher (v.2016)		
DOMAIN 1: PURPOSEFUL PLANNING		
Hide Hide Text Hide Titles		
1.1 Utilize Assessment Data To Plan		
Highly Effective	Effective	Improvement Needed
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding. (4) (4) (4) (3) (3)	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans. (2) (3) (4) (1)	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above. (2) (1)
1.2 Set Ambitious And Measurable Achievement Goals		
Highly Effective	Effective	Improvement Needed
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal 1	Teacher develops an annual student achievement goal that: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year (3) (4) (4) (3) (3)	Teacher develops an annual student achievement goal that: - Measurable The goal may not: - Align to content standards - Include benchmarks to help monitor learning and inform interventions throughout the year
1.3 Develop Standards-Based Unit Plans And Assessments		
Highly Effective	Effective	Improvement Needed

In the rubric at the bottom of the staff page, the circles show where the staff member was marked in an observation. The open circles are preliminary marks and colored circles are final marks. The gray circles are the staff self assessment markings. The number inside the circle is the number of the observation.

Developing and Tracking Professional Development

Artifacts

Emily Mullins

Evaluation Ending Jun 2017

[Show Legend](#) - [View as PDF](#)

Primary Evaluator:

Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth Model - 15.0% Student Learning Outcome - 5.0% School-Wide Learning Measure

Observations

1	1		SA	Jan 15, 2018 - Self Assessment	hide/show 1
	3	2	S	Dec 30, 2016 - Complete	Sandy hide/show 2 New
3	3	2	E	Jan 18, 2017 - In Review	Buffett hide/show 3
7	6		S	Oct 23, 2017 - Complete	Buffett hide/show 4 New
2	2	1	E	Jan 15, 2018 - In Review	Sand hide/show 5

[Request Outside Evaluator](#)

[Start New Pre-Observation Form](#)

Walk-Throughs

[View 2 Walk-Throughs](#) - [View Summary](#)

Finalization

Artifacts

[Create New](#)

Professional Development Tasks

[Create New](#) - [View Tasks](#): (2 open) (1 closed)

Student Learning Objectives

[Overview](#)

Admin Forms

[Overview](#)

Goals

[Overview](#)

Test Forms

[Overview](#)

Professional Growth Plan

[View](#)



Message from Sandbox School District 1.0

SLOs are due October 1.

RISE 2.0 Teacher (v.2016)

Artifacts, cont.

Mullins, [Put in title](#) [Save as Draft](#) [Save and Send](#) [Save artifact as draft or save and send to administrator](#)

Title - 250 characters left

DOMAIN 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data To Plan [mark as](#) [view marks](#)

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans.	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above.	Teacher rarely or never uses prior assessment data when planning.

1.2 Set Ambitious And Measurable Achievement Goals [mark as](#) [view marks](#)

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

1.3 Develop Standards-Based Unit Plans And Assessments [mark as](#) [view marks](#)

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally:	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

Description

Choose File | No file chosen

[Upload Now](#) [cancel](#)

To load the artifact, give it a title; Choose the file by searching on computer; Click on Upload Now

Professional Development

Emily Mullins [Evaluation Ending Jun 2017](#) [Show Legend](#) [View as PDF](#)

Primary Evaluator:
Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth Model - 15.0% Student Learning Outcome - 5.0% School-Wide Learning Measure

Observations

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

Request Outside Evaluator
Start New Pre-Observation Form

Walk-Throughs
View 2 Walk-Throughs - View Summary

Finalization

Artifacts
[Create New](#)

Professional Development Tasks
[Create New](#) - View Tasks: (2 open) (1 closed)

Student Learning Objectives
[Overview](#)

Admin Forms
[Overview](#)

Goals
[Overview](#)

Test Forms
[Overview](#)

Professional Growth
[View](#)

Staff member may view or create new professional development tasks

Message from Sandbox School District 1.0

SLOs are due October 1.

RISE 2.0 Teacher (v. 2016)

Professional Development, cont.

Mullins, Emily - Professional Development Task Editor Save as Draft Save and Make Viewable to Administrator

Give the task a title

Title - 226 characters left
Professional Development

Targeted Professional Development Activities (optional)
Select Task if Applicable

Task/Goal Description

B I U [Link] [Image] [Video] [Audio] [PDF] [Word] [Excel] [PowerPoint] [Other] Size

Explain the task here

Add PGP information if earned

Add LVS/PGP Information

Attachments Allowable Filetypes - All

Description
Choose File No file chosen
Upload Now cancel

Attach file (certificate, etc.) showing that task was completed

RISE 2.0 Teacher (v.2016)

Clear Search Search Rubric Hide All Domains D1 D2 D3 D4

DOMAIN 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.		Teacher rarely or never uses prior assessment data when planning.	Teacher rarely or never uses prior assessment data when planning.

1.2 Set Ambitious And Measurable Achievement Goals

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

Unit Plans And Assessments

Effective	Improvement Necessary	Ineffective
Based on achievement goals,	Based on achievement goals,	Teacher rarely or never plans

Adding PGP Points

differentiated instructional strategies in planning to reach every student at his/her level of understanding.

plans.

plans, but not all of the above.

1.2 Set Ambitious And Measurable Achievement Goals

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal.	Teacher develops an annual student achievement goal that: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

1.3 Develop Standards-Based Unit Plans And Assessments

Highly Effective	Effective	Improvement Necessary	Ineffective
		Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

Add LVIS information over the years. This time SPS does not directly interface with the LVIS system. **YOU WILL HAVE TO ENTER THIS INFORMATION INTO THE SYSTEM.**

Category: Professional Conference

Date of Event: click to select

Hours: You may enter fractional amounts of time in decimal format. ie. 1.25 hours

Attachment: Allowable Filetypes -

Description: Choose File No

Upload Now

Choose category

Select date and hours

Category: Please Select--

- Inservice
- Professional Conference
- Workshop/Institute
- Mentoring New Educator
- Cooperating Teacher for Student Teacher
- Co-Op Teacher for Undergrad Practicum or Field Experience
- Presentation
- Curriculum Development
- Professional Program/Committee
- School Accreditation/School Improvement Plan
- College Credit
- Education Publication/Research
- Other

Submit Cancel

Professional Points



[Home](#) [Support](#) [Forms](#) [New Ticket](#) [EI](#) [GPS](#) [Logout](#) [Emily Mullins](#)

[RUBRICS](#) [SELF ASSESSMENT](#) [LVIS/PGP](#) [SURVEYS](#)

Mullins, Emily

LVIS/PGP

Standard for Success has created a means for you to track your LVIS Professional Growth Points right here in your account. While we hope for future integration, at this time Standard for Success does not directly interface with LVIS.

YOU WILL NEED TO ENTER THIS DATA DIRECTLY INTO LVIS TO RECEIVE CREDIT FOR THESE ACTIVITIES.

To Record a New LVIS

Start a New Artifact - LVIS/PGP activity is recorded in an artifact. This allows you to record the LVIS activity and code this activity to your observations and artifact.

Start a New PDT - A Professional Development activity is another place you can record an LVIS/PGP activity. While the PDT will let you code the activity to your observation rubric, these marks will not show up on your standard for success. It is less likely that this activity will be taken into account for your final observation.

Staff member
may view all
activity or
individual year's
activity

Printable PDF
for
submission
for
certification

List of activities and hours

LVIS/PGP Activities To Date [All Activity 2](#)

[Printable PDF Version](#)

Date	Category	Title	Hours	Status
Sep 17, 2013	Mentoring New Educator	New Artifact View Artifact - Delete LVIS Entry	(3.00)	Rejected by Ecker Jan 28, 2015
Dec 03, 2013	Mentoring New Educator	Professional Development View PDT - Delete LVIS Entry	(6.00)	Rejected by Ecker Jan 28, 2015
May 02, 2014	Inservice	Professional Development View PDT - Delete LVIS Entry	(2.00)	Rejected by Ecker Jan 28, 2015
May 02, 2014	Inservice	Professional Development View PDT - Delete LVIS Entry	(2.00)	Rejected by Ecker Jan 28, 2015
Jun 18, 2014	Inservice	In-service on CC View PDT - Delete LVIS Entry	(4.00)	Rejected by Ecker Jan 28, 2015

Additional Items

Emily Mullins

Evaluation Ending Jun 2017

[Show Legend](#) - [View as PDF](#)

Primary Evaluator:

Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth Model - 15.0% Student Learning Outcome - 5.0% School-Wide Learning Measure

Observations

1	1		SA	Jan 15, 2018 - Self Assessment	hide/show ①
	3	2	S	Dec 30, 2016 - Complete	Sandy hide/show ② New
3	3	2	E	Jan 18, 2017 - In Review	Buffett hide/show ③
7	6		S	Oct 23, 2017 - Complete	Buffett hide/show ④ New
2	2	1	E	Jan 15, 2018 - In Review	Sand hide/show ⑤

[Request Outside Evaluator](#)

[Start New Pre-Observation Form](#)

Walk-Throughs

[View 2 Walk-Throughs](#) - [View Summary](#)

Finalization

Artifacts

[Create New](#)

Professional Development Tasks

[Create New](#) - [View Tasks](#): (2 open) (1 closed)

Student Learning Objectives

[Overview](#)

Admin Forms

[Overview](#)

Goals

[Overview](#)

Test Forms

[Overview](#)

Professional Growth Plan

[View](#)

If used by district, staff member may complete Student Learning Objectives and Professional Growth Plan

Message from Sandbox School District 1.0

SLOs are due October 1.

RISE 2.0 Teacher (v. 2016)

