



HISD 2023-2024 Teacher Evaluation For Non-NES/A Schools

revised 23 July 2023

This evaluation process is for the 2023-2024 school year, and is for the teachers in the non-NES and non-NES Aligned schools. The teachers in the NES/A schools will be evaluated using the new Teacher Excellence System (TES), the details of which are outlined in a separate document.

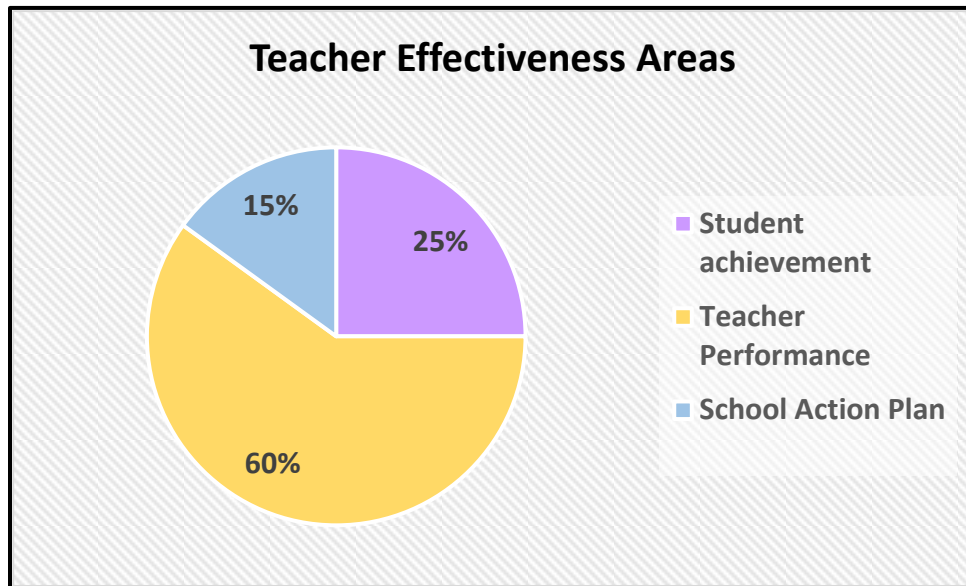
The following parameters and provisos apply:

- This evaluation process applies only for the 2023-2024 school year. The new Teacher Excellence System (TES) will begin for all teachers in the 2024-2025 school year.
- All new and second-year probationary teachers must be evaluated using the HISD evaluation process outlined in this document.
- All non-probationary and third-year probationary teachers who have taught for two years in HISD by the start of the 2023-2024 school year may request a waiver of the evaluation process this year and such a request will be granted except in unusual circumstances.
 - All teachers will still receive spot observations and on-the-job coaching. They will also receive other information and general feedback regarding student achievement data and climate surveys.
 - However, teachers whose evaluations have been waived for the 2023-2024 school year will not receive a summative evaluation nor will performance data impact an employee's base salary.
 - It is the intent of the District to limit performance and achievement data from negatively impacting a non-probationary teacher from applying for and receiving a teaching position in HISD for the 2024-2025 school year. However,
 - Performance data may impact an employee's attempt to seek a different position in the District in the future, such as a position in an NES or NES-aligned school.
 - All observable behaviors and data related to a person's job performance may always be used in non-renewal cases or dismissal cases regardless of a formal evaluation or summative evaluation.
- Any non-NES/A teacher who does not request a waiver of the evaluation process will undergo the evaluation process outlined in this document.
- The HISD Teacher Evaluation process for the 2023-2024 school year is not tied to compensation in the 2024-2025 school year.

Effectiveness areas

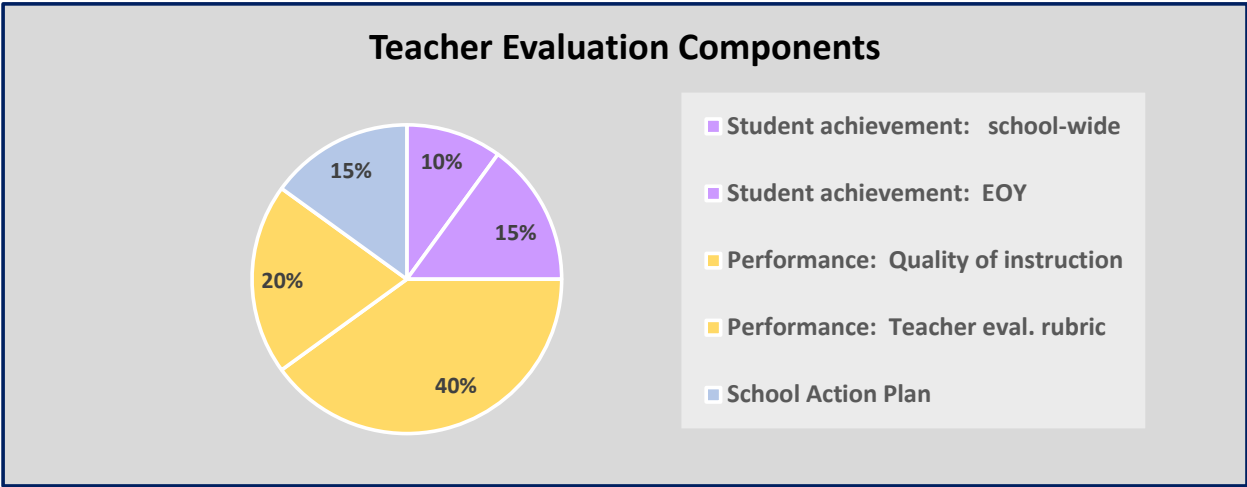
We will use the following three areas to assess teacher effectiveness:

- **Student achievement outcomes.** We will use data from district, state, or national assessments such as STARR, DIBELS, NWEA, AP exams, or district-level assessments.
- **Teacher performance.** Teacher performance includes a teacher's score on the teacher evaluation rubric and an assessment of the teacher's quality of instruction as measured on spot observations and through general coaching.
- **School action plan.** This will be a group performance metric based on the school's accomplishment of specific and measurable goals in the School Action Plan. This metric encourages teamwork and support for the other success indicators for a school.



The Student Achievement effectiveness area has two components: End-of-Year student achievement data and EOY school-wide achievement data.

The Teacher Performance effectiveness area also has two components: the quality of instruction and the performance evaluation rubric. See below.



Evaluation rating

A teacher may earn up to 100 points. The scores from each effectiveness component are added to get the **teacher evaluation rating** (a score out of 100 points). The scores equate to the following seven **effectiveness levels**:¹

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

The teacher evaluation rating and overall effectiveness level are synonymous for the 2023-2024 evaluation.

The Teacher Evaluation Components

There are three effectiveness areas. Two of those areas – student achievement and teacher performance – have subcomponents. So, a teacher’s evaluation comprises a total of five components. A description of each component follows.

¹ This scale is subject to change, depending on the actual distribution of teacher scores. .

Student Achievement Data	
School-wide data	<ul style="list-style-type: none"> • 10% of a teacher’s evaluation is tied to the school’s success in raising student achievement. • The school score will be based on a composite of the students’ academic growth in reading, math, and science as determined by the NWEA MAP assessments or the State STARR exam, whichever is higher. • All the teachers in the school receive the same school-wide score regardless of the subject or course they teach.
Student achievement: EOY	<ul style="list-style-type: none"> • 15% of the evaluation rating is based on the students’ academic growth by the end of the year. • HISD will use the DIBELS reading assessment or a state-approved literacy assessment to determine end-of-year academic growth for K-1 students. We will use the NWEA MAP assessments, the state interim STARR assessments, the SAT or ACT, or a district-level assessment to determine end-of-year academic growth for students in grades 2 through 11. • A growth score is derived by comparing a student’s EOY results with his/her end-of-year results from the previous year. New student or others who do not have a prior EOY score would compare their EOY results with the BOY results. • For the 2023-2024 school year, student academic growth will be calculated based on the BOY scores instead of the previous year’s EOY score.
Student Learning Objective: EOY	<ul style="list-style-type: none"> • Because of limited student achievement data for some courses, teachers without end-of-year assessment data will develop three Student Learning Objectives (SLOs) for the year. SLOs are specific, measurable student achievement or performance outcomes. SLOs are developed at the beginning of the year and must be approved by the Principal. [See SLO template at Appendix B.] Teachers who teach only semester courses may have learning objectives for just the second semester.

Teacher Performance	
Quality of Instruction	<ul style="list-style-type: none"> • The quality of instruction is the most heavily weighted single component because it is the most important factor in raising student achievement and thus for teacher effectiveness. It accounts for 40% of every teacher’s evaluation rating. • A teacher will receive up to 100 points for the quality of instruction (and then that score is converted to the equivalent out of 40 points). Up to 80 points will be the combined scores of the spot observations that a teacher receives. [A draft spot observation form can be found at Appendix A.] • A teacher must have at least 8 spot observations (approximately one each month). [A teacher could have several more, but only 8 spot observations will be used for the evaluation.] For the evaluation, the principal will select one spot observation each month. If a teacher has more than one in a month the principal will take an average of the spot observations. A teacher may request up to two additional spots be done in a month in order to improve their average. • The principal will assign up to an additional 20 points based on the day-to-day coaching and general, informal observations.
Teacher Performance Evaluation Rubric	<ul style="list-style-type: none"> • The performance of all evaluated teachers will also be assessed with a teacher evaluation instrument. HISD will use a district-created rubric for this part of the evaluation. (See Appendix C.) • The performance rubric will count for 20% of the teacher’s rating.

School Action Plan	
School Action Plan	<ul style="list-style-type: none"> • Beyond achievement and instruction, an effective teacher contributes to the success of others and helps the school accomplish its goals. All teachers will have a school action plan component that will count for 15% of their evaluation rating. • All teachers will receive the same school action plan score. • Success on the Action Plan will be evaluated by the Executive Director and/or a team from outside of the school. • The Executive Director will assess the degree of accomplishment of the six most important “indicators of success” for the school’s Action Plan. These indicators are specific and measurable metrics.

	<ul style="list-style-type: none"> • The School Action Plan will receive up to 100 points (and then be converted to 15 points for the evaluation rating). • Each indicator will receive up to 15 points for accomplishment/implementation. [Each Action Plan will start with a score of 10.] • The Executive Director will also apply a “degree of difficulty coefficient” to the Action Plan as a whole. A rigorous Action Plan (one in which the goals are very challenging) will have its score multiplied by 1.2. The average Action Plan will be multiplied by 1.0, and an Action Plan that is not very rigorous will be multiplied by .8. • To prevent score inflation, an Executive Director may only award 40% of the schools a score greater than or equal to 85 out of 100. He/she may only award an additional 40% of the schools (80% total) a score greater than or equal to 70 out of 100. For a truly exceptional feeder pattern, the Executive Director may seek a waiver of this distribution by the Assistant Superintendent of the geographic division.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Calculation of scores

School-wide achievement data (10 pts.)

School-wide achievement data				
X = School academic growth score (from State Accountability Metrics)				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
X < 60	60 ≤ X < 70	70 ≤ X < 80	80 ≤ X < 90	X ≥ 90

School-wide achievement data				
X = NWEA composite average annual growth for reading and math for grades 2 through 8				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
X < 1.0	1.0 ≤ X < 1.2	1.2 ≤ X < 1.4	1.4 ≤ X < 1.6	X ≥ 1.6

Take the higher of the state accountability score or the composite NWEA score.

Student achievement EOY (15 pts.)

Student achievement EOY				
X = Individual teacher's NWEA EOY data -- % of students who scored at least 1.40 annual growth				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
X < 50	50 ≤ X < 55	55 ≤ X < 60	60 ≤ X < 70	X ≥ 70

Student achievement EOY				
X = Individual teacher's DIBELS data -- % of students above or well above typical growth in the year				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
X < 50	50 ≤ X < 55	55 ≤ X < 60	60 ≤ X < 70	X ≥ 70

Student Learning Objective EOY (15 pts.)

Prior to 20 September, each teacher without EOY student achievement data must create three EOY Student Learning Objectives (SLOs). These SLOs must be measurable and written in SMART-goal format. Additionally, the teacher must detail the outcome that matches each performance level – Unsatisfactory, Progressing, Proficient, Proficient II, and Exemplary.

The teacher's evaluator must approve the EOY SLOs. The evaluator will also apply a "degree of difficulty coefficient" to each SLO. A rigorous SLO will have its score multiplied by 1.2. The average SLO will be multiplied by 1.0, and an SLO that is not very rigorous will be multiplied by .8.

Student Learning Objective EOY				
Individual teacher's SLO EOY:				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary

Quality of Instruction (40 pts.)

- The evaluator will take 8 spot observations of the teacher. Spot observations conducted prior to 15 September will not be used for this metric. A teacher will receive up to 10 points for each spot observations. The total possible points for the spot observations thus will be 80.
- A teacher must have at least 8 spot observations (approximately one each month). [A teacher could have several more, but only 8 spot observations will be used for the evaluation.] For the evaluation, the principal will select one spot observation each month. If a teacher has more than one in a month the principal will take an average of the spot observations. A teacher may request up to two additional spots be done in a month in order to improve their average.

Unsat	Progressing	Proficient	Proficient II	Exemplary
4	6	8	9	10

Next the evaluator will add up to 20 more points based on the day-to-day coaching and general, informal observations conducted throughout the year. [The number of points for this portion does not have to be an even number – it can be any number from 1 to 20.]

2	4	6	8	10	12	14	16	18	20
Unsat		Prog.		Prof. I		Prof. II		Exemp.	

The spot observation composite score and the evaluator assessment are added together to get a score out of 100 possible points. The following equation is used to convert the total score into an evaluation score:

$$\text{Quality of Instruction Points} = (\text{Total score} \times 40) \div 100$$



Teacher Performance Evaluation Rubric (20 pts.)

All teachers will be evaluated on the Teacher Performance Evaluation Rubric. A copy of the rubric can be found at Appendix C. Notice that the core instructional practices and the delivery of high-quality instruction are not included in the rubric as they are assessed by the spot observations and the general instructional coaching by the evaluator.

Teacher will be evaluated on the rubric no later than 1 June every year. New teachers will also be assessed by the end of the first semester. This mid-year performance evaluation will be formative and will not count toward the evaluation score.

The teacher’s evaluator will hold a conference with the teacher within two weeks of providing the final evaluation to the teacher. Because principals and assistant principals will be in the classroom almost daily providing on-the-job coaching, evaluators need not conduct a “formal observation” in order to assess the teacher on the performance rubric. Still, all evaluators will ensure that prior to their assessment of the teacher using the rubric, they will have observed the teacher’s classroom for at least 45 minutes.

The rubric assesses four categories: 1) classroom environment, 2) meeting diverse needs, 3) professional behavior, and 4) supporting a high-performance culture. Each category is worth 5 points, thus a teacher may receive up to 20 points on the evaluation rubric (see Appendix C).

Category	Score
Classroom Environment	
Meeting Diverse Needs	
Professional Behavior	
Supporting a High-Performance Culture	
TOTAL	

School Action Plan (15 pts.)

All teachers will receive the same school action plan score. The evaluator will use the following guidelines to assess each of six indicators on the Action Plan.

6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Indicator less than 70% accomplished	Indicator between 70% and 80% accomplished	Indicator between 80% and 90% accomplished	Indicator between 90% and 100% accomplished	Indicator 100% accomplished

School Action Plan	
Indicator	Points (up to 15 pts. each)
1	
2	
3	
4	
5	
6	
Start points	10
Subtotal	
Degree of difficulty coefficient	
Total pts. = coefficient x subtotal	
Evaluation score = (Total pts. x 15) ÷ 100	

Appraiser/Evaluator Certification

While much of the evaluation rating is based on specific, objective metrics, a portion is tied to an evaluator’s observations and thus at least partially tied to the skill and certification of the appraiser. HISD will conduct rigorous training and coaching of its school leaders. Our appraiser certification process for our evaluation system will be similarly rigorous.


For the 2023-2024 evaluation, evaluators are considered “certified” if they attend and complete the training on July 31 and August 1, 2023. Additionally, Executive Directors will closely monitor and observe principals and assistant principals in September, and attest by 10 October that the evaluators are proficient enough to continue to conduct instructional coaching and spot observations.

2023-2024 Teacher Evaluation Rating

Effectiveness Area	Component	Total Possible Points	Pts. Earned
Student Achievement	School-wide data	10	
	Student achievement EOY	15	
Teacher Performance	Quality of Instruction	40	
	Performance Evaluation Rubric	20	
School Action Plan	School Action Plan	15	
	TOTAL	100	

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

Appendix A: Draft Spot Observation Form

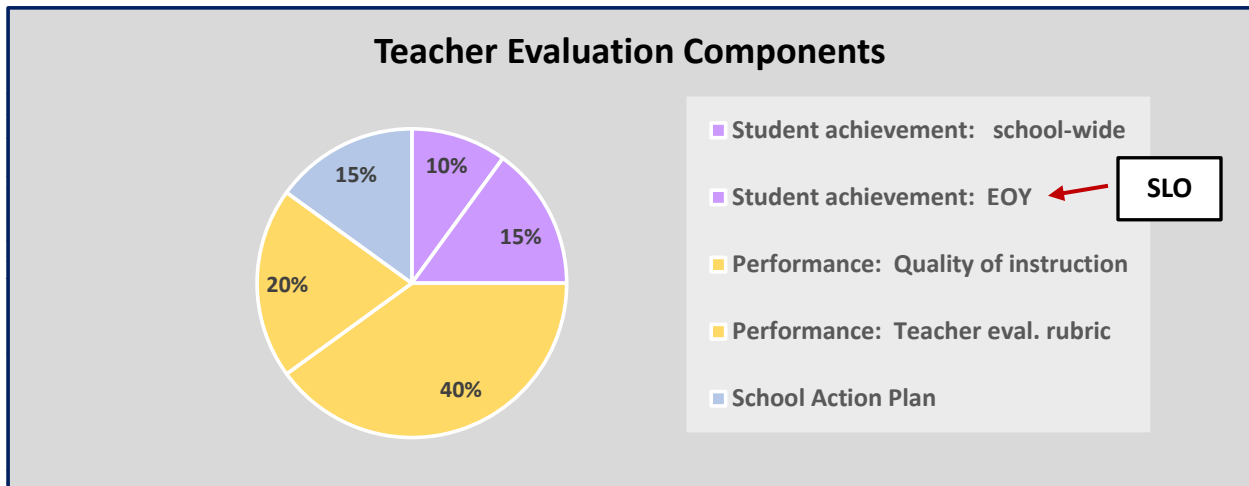
 HISD Spot Observation Form -- Core Subjects		<i>revised 1 June 2023</i>		
Teacher:		Date:		
Gr./ Subject:		Time in:		
Observer:		Time out:		
Area	Instructional Characteristics	Pts. Awarded		
Lesson Obj. and DOL	Objective aligns to curriculum maps and assessments	(0-1)		
	Obj. provides focus and coherence to the lesson			
	Obj. is specific enough to be taught in 1 lesson			
	DOL is tied directly to the lesson objective and curriculum			
	DOL can be accomplished in 5 to 10 minutes			
Purposeful Instruction	Instruction and activities support the objective	(0-3)		
	Instruction is relevant and engaging and delivered in a way that maximizes understanding			
	Direct instruction is at grade level and rigorous			
	Transitions are smooth with no loss of instructional time			
	Lessons are adjusted based on classroom response data			
	The teacher requires the students to read, write, or think the entire lesson			
A digital timer is used to guide pacing of the lesson				
Engage.	The teacher effectively uses multiple response strategies and uses an MRS every 4 min.	(0-3)		
	There is 100% student participation			
	Teacher uses a variety of MRS strategies			
	Students annotate work when appropriate			
LSAE Model	Uses the LSAE model to differentiate instruction into four levels	(0-2)		
	Separates students into appropriate groups for LSAE time			
	Work for each group is appropriately rigorous and tied to specific learning objectives			
	L's receive more direct instruction/extension of the lesson			
	Push-out occurs within 40 to 50 minutes of the start of the lesson			
	LSAE work includes minimum 500-word text or math story problems			
Classroom manage.	Classroom rules and procedures are clear, rehearsed frequently, and followed	(0-1)		
	Students enter and leave the class in an orderly and safe manner			
	The teacher appropriately redirects students and keeps the focus on instruction			
	The teacher follows the school's discipline policies and procedures			
Other Notes:			(TOTAL PTS.)	
Praise:				
Question:				
Polish:				
Overall score for this spot observation:				
Unsatisfactory (1-3)	Progressing (4-5)	Proficient (6-7)	Proficient II (8-9)	Exemplary (10)

Appendix B: SLO Template

Student Learning Objective – HISD 2023-2024 Evaluation

revised 23 July 2023

Because of limited student achievement data for some courses, teachers who do not have a tested subject will develop Student Learning Objectives (SLOs). SLOs are specific, measurable student achievement or performance outcomes for one semester or year. SLOs are developed at the beginning of the year and must be approved by the Principal or Assistant Principal. For the 2023-2024 school year and non-NES/A schools, the SLO will be only assessed at the end of the year (EOY). SLOs count for 15% of a teacher's evaluation.



Teachers and evaluators will use the template provided below.

Student Learning Objective Template

Teacher Name: _____ Elective/Course: _____

Evaluator: _____ Date SLOs approved: _____

Student Learning Objective EOY (15 pts.)

EOY SLO 1

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

EOY SLO 2

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

EOY SLO 3

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

EOY SLO Assessment				
	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 1				
SLO 2				
SLO 3				
			Total Pts.	

Student Learning Objective **SAMPLE 1** Template

Teacher Name: ___ Ian Gregory _____ **Elective/Course:** ___ 5th/6th grade Dance ___

Evaluator: ___ Tom Ashward _____ **Date SLOs approved:** ___ 14 Sep 2022 ___

Student Learning Objective **MOY** (10 pts.)

MOY SLO 1

Description of achievement or performance metric:				
<p>In the final, individual performance exam administered in December 2023, 90% of the students will demonstrate the seven movements of dance at the proficient level as assessed by specific, outlined criteria for each dance movement.</p> <p><i>[Only the scores of the students who have been continuously enrolled for at least 60 school days during the first semester will be counted for this SLO.]</i></p>				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 75\%$	$75\% \leq X < 80\%$	$80\% \leq X < 85\%$	$85\% \leq X < 90\%$	$X \geq 90\%$

MOY SLO 2

Description of achievement or performance metric:				
<p>By December 15, 2023, on the final written exam of dance vocabulary, technique, elements of dance, dance structures, and choreographic devices, the average score will exceed 85%.</p>				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 64\%$	$64\% \leq X < 71\%$	$71\% \leq X < 78\%$	$78\% \leq X < 85\%$	$X \geq 85\%$

SAMPLE

MOY SLO Assessment				
	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 1	Proficient 2	4	1.2	4.8
SLO 2	Proficient I	3	1	3
			Total Pts.	8

Student Learning Objective EOY (15 pts.)

EOY SLO 1

Description of achievement or performance metric:				
In the final, individual performance exam administered in May 2024, 90% of the students will demonstrate eight core ballet and dance techniques at the proficient level as assessed by specific, outlined criteria for each technique.				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 75\%$	$75\% \leq X < 80\%$	$80\% \leq X < 85\%$	$85\% \leq X < 90\%$	$X \geq 90\%$

EOY SLO 2

Description of achievement or performance metric:

During the second semester, and by 1 May 2024, 85% of the students will choreograph and perform a dance routine demonstrating the eight key dance ballet and dance techniques at the proficient level as assessed on the performance rubric created by the dance team.

[This assessment will be conducted with students in groups of four or five.]

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 64\%$	$64\% \leq X < 71\%$	$71\% \leq X < 78\%$	$78\% \leq X < 85\%$	$X \geq 85\%$

EOY SLO 3

Description of achievement or performance metric:

During the second semester, and by 1 April 2024, for the unit exam, students will write a 300-word essay describing the dance movements and techniques after watching three clips from Broadway musicals. The average score on this exam will be at least 80%.

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 65\%$	$65\% \leq X < 70\%$	$70\% \leq X < 75\%$	$75\% \leq X < 80\%$	$X \geq 80\%$

EOY SLO Assessment				
	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 1	Proficient 2	4	1.2	4.8
SLO 2	Exemplary	5	1.2	6
SLO 3	Proficient 1	3	0.8	2.4
			Total Pts.	13

Appendix C: Teacher Performance Evaluation Rubric

revised 22 July 2023

Classroom Environment			
Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> • Allows learning in the classroom to be passive rather than active. Lecture and/or busy work characterize the learning experiences. • The classroom arrangement is either unsafe or the environment is one that impedes learning. • Does not monitor student behavior well and enables students to misbehave. Student behavior impedes learning in the classroom. • Establishes routines, transitions, and procedures, but they are inconsistently used or monitored. Required materials and supplies are not in place and not readily available when needed. • The use of physical resources (e.g., furniture arrangement, technology, learning stations) limits engagement and do not necessarily promote learning activities that are accessible to all students. • Procedures for independent and/or cooperative group work are not established and/or not reinforced, resulting in considerable “down-time” where students are not productively engaged in learning. 	<ul style="list-style-type: none"> • Learning experiences are primarily teacher-directed and students generally comply with directions. Learning is passive. • Creates an environment that is safe and orderly, but limited attention has been placed on creating an environment that facilitates a focus on learning. • Consistently implements the campus and/or classroom behavior system proficiently. Student behavior sometimes impedes student learning. • Establishes routines, transitions, and procedures, but they are inconsistently used or monitored. Required materials and supplies are in place. • The use of physical resources (e.g., furniture arrangement, technology, learning stations) contributes to all students being able to access learning opportunities. • In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work. 	<ul style="list-style-type: none"> • Creates an expectation around engagement that learning is an active process. Facilitates learning experiences that promote collaboration. • The classroom environment is safe, organized and designed to support a student focus on learning purposes. • Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Establishes and uses effective routines, transitions, and procedures to support students in carrying out routine tasks. Required materials and supplies are in place resulting in highly efficient practices that maximize time for learning. • Uses physical resources (e.g., furniture arrangement, technology, learning stations) optimally to ensure that all learning is equally accessible to all students. The physical arrangement of the classroom is flexible to maximize student engagement strategies. • Students consistently assume responsibility for following procedures for independent and/or cooperative group work. 	<ul style="list-style-type: none"> • Creates an expectation that learning is active not passive. Facilitates challenging learning experiences that promote both collaboration and independent learning for all students. • Establishes a comfortable, safe, and orderly environment that is organized to facilitate a focus on learning. • Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. • Establishes and uses effective routines, transitions, and procedures to support students in carrying out routine tasks. Required materials and supplies are in place resulting in highly efficient practices that maximize time for learning. • Uses physical resources (e.g., furniture arrangement, technology, learning stations) optimally to ensure that all learning is equally accessible. The physical arrangement of the classroom is flexible to maximize student engagement strategies. • Students consistently assume responsibility for following procedures for independent and/or group work and hold themselves accountable for contributing productively to their own learning.

Meeting Diverse Needs			
Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> • Assumes minimal responsibility in the RTI process and sometimes does not collaborate with special service providers to support students with unique learning needs. • Student information is not used to plan instruction for learners in the general education classroom who have special needs (e.g., ELL, GT, Special Education and 504 students). • Provides one-size-fits-all lessons without meaningful differentiation for students with special needs. • Does not provide scaffolded or differentiated materials or content to enable students to access grade level learning. • Resists or is passive in collaborating with others to implement and monitor individual student plans. Participation in PLCs is passive. 	<ul style="list-style-type: none"> • Participates in required meetings to discuss concerns for specific students. However, engagement with special services providers is not initiated. • Waits for student information that is provided by others to plan for learners with special needs (e.g., ELL, GT, Special Education and 504 students) who are in the general education classroom. • Adapts lessons to address individual needs of most students. • Uses differentiated instructional methods and content that allow students to have access to grade level rigor. • Allows others to take the lead in directing, implementing, and monitoring individual student plans. Participation in PLCs is passive. 	<ul style="list-style-type: none"> • Participates fully in the RTI process, adhering to building RTI protocols and consults with special service providers to support student needs. • Accesses and uses student information to plan instruction for students in the general education classroom who have special learning needs (e.g., ELL, GT, Special Education, and 504 students). • Adapts lessons to address individual needs of students. • Uses some scaffolding and differentiated instructional methods and content to ensure students have access to grade level and more rigorous learning. • Participates in professional learning communities (PLCs) and works interdependently as a team with other educators to continually monitor and adjust lesson plans and individual student plans. 	<ul style="list-style-type: none"> • Assumes an active role to serve students with diverse needs and works collaboratively with special service providers to support students. • Establishes a system for accessing, retrieving, organizing, and analyzing information for planning instruction for students with special learning needs who are in the general education classroom (e.g., ELL, GT, Special Education and 504 students). • Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Provides appropriate scaffolding and differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Participates actively in professional learning communities (PLCs), forms partnerships, and works interdependently as a team with other educators to continually monitor and adjust lesson plans and individual student plans.

Professional Behavior			
Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> • Is sometimes late to work or scheduled meetings. Their behavior in this area negatively impacts the mission of the school or negatively impacts the work of colleagues or students. • Fails to meet the attendance requirements and rules. • Raises concerns and problems through inappropriate channels. Is not solution oriented and sometimes voices concerns and problems in ways that are not helpful or that spread negativity. • Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Violates respectful workplace behaviors. • Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues. • Absent from assignment and assigned duties and/or is habitually late. 	<ul style="list-style-type: none"> • Is on time to work and to scheduled meetings. On rare occasions, is late to work or scheduled meetings. • Meets the attendance requirements and rules, but needs constant oversight and supervision in this area. May not fully understand how their absence impacts students and colleagues. • Is not solution oriented and sometimes voices concerns and problems in ways that are not helpful or that spread negativity. • Interactions with students, parents, staff, and the community are neutral. Complies with respectful workplace behaviors. • Uses poor judgment when dealing with students, parents and/or colleagues. • Performs assignment and other duties as assigned. 	<ul style="list-style-type: none"> • Is on time to work and to scheduled meetings. • Adheres to the attendance requirements and rules, understanding how their absence impacts students and colleagues. • Raises concerns and problems through appropriate channels rather than simply complaining and spreading negativity. • Consistently models respect for others when interacting with students, parents, staff, and the community. Models respectful workplace behaviors. • Deals with students, parents and/or colleagues with honesty and integrity. • Assumes responsibility for the successful implementation of their assignment and other duties as assigned. 	<ul style="list-style-type: none"> • Is on time to work and to scheduled meetings. • Has good attendance and understands how their absence impacts students and colleagues. • Raises concerns and problems through appropriate channels rather than simply complaining and spreading negativity. • Attempts to solve problems to improve the school environment and culture. • Promotes a culture focused on exemplifying respect for others. Adheres to high standards of professionalism characteristic of respectful workplace behaviors. • Displays the highest level of ethical and professional conduct acting honestly and with integrity when dealing with students, parents, colleagues and/or the community. • Assumes full responsibility for, and improves upon, the effective and efficient implementation of their assignment and other duties as assigned.

Supporting a High-Performance Culture

Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> • Takes a passive role in supporting the Action Plan, allowing others to fulfill the goals and priorities outlined in the plan. • Does not attempt to continually improve; seems attached to the status quo. • Some of the teacher’s actions or communications take away from a positive and supportive school climate. • Does not act in ways that reinforce the implementation of school improvement efforts. • Engages in disagreements and/or is unsupportive of school improvement efforts. • Works in isolation with little evidence of collaboration with colleagues or of a willingness to learn from others. • Rarely makes an effort to share knowledge with others or to contribute productively to the professional learning of the team. 	<ul style="list-style-type: none"> • Works collaboratively with leadership to fulfill the goals and priorities outlined in the Building Action Plan. • Continually attempts to improve their performance. • Does not take the initiative to help create a positive and supportive school climate. • Maintains relationships with colleagues to fulfill duties that the school requires. • Supports the school’s focus on improving the quality of instruction for students. • When required, participates in groups and teams to achieve common goals and continuously learn from one another. • Sometimes participates in school or district teams or professional learning, but does so without contributing significantly to the work of the team. 	<ul style="list-style-type: none"> • Actively participates and contributes to the fulfillment of the goals and priorities outlined in the Action Plan. • Continually attempts to grow and perfect their craft and supports others in their growth journey. • Assumes responsibility for doing their part to create a positive and supportive school climate. • Provides mutual support and cooperation with colleagues and administrators that contributes to improving the functioning of the school. • Supports the school’s focus on improving the quality of instruction for all students. • Actively participates in groups and teams to achieve common goals and continuously learn from one another. • Volunteers to participate in school or district teams or professional learning, making an important contribution to the work of the team. 	<ul style="list-style-type: none"> • Assumes a positive role in seeking more effective, solution-oriented ways within the building and the district to fulfill the goals and priorities outlined in the Action Plan. • Continually attempts to grow and perfect their craft and supports others in their growth journey. • Assumes responsibility for doing their part to create a positive and supportive school climate. • Initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents, and others to contribute to the effective functioning of the school and/or programs within the district. • Works in mutually reinforcing ways to promote and protect the school’s focus on improving the quality of instruction for all students. Displays a sense of self-efficacy. • Exhibits highly collaborative skills and works well as part of a team to achieve common goals and continuously learn from one another. • Shares best practice strategies with others through modeling or conducting professional development both inside and outside the school and/or district.

Principal notes:

Teacher score:

Category	Score
Classroom Environment	
Meeting Diverse Needs	
Professional Behavior	
Supporting a High-Performance Culture	
TOTAL	