

# **A CULTURE OF EXCELLENCE**



**Zionsville Community Schools**

**Educator Evaluation Process**

**Zionsville Community Schools strives to be at the forefront of the teaching profession, the best possible place for great teachers to grow. In ZCS, high quality work in our profession is valued, recognized, and cultivated through focused, intentional observation of our work with students and constant professional reflection about teaching and learning.**

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# Zionsville Teacher Evaluation Process Goals

**Support the professional growth of educators through a focus on excellent teaching leading to high levels of student growth**

- Focus on student data and common assessments to inform instruction
- Common language and frequent conversations on best practices in education leading to continuous improvement

**Comply with Indiana state law regarding teacher evaluation**

In Spring, 2011, new legislation passed which directed schools to change the way they evaluate educators and set educator compensation beginning with the 2012-13 school year.

# INDIANA STATE LAW

## Educator Evaluation Requirements

- Performance evaluation annually for all certificated employees (teachers, principals, superintendent, counselors, etc.)
- Objective measures of student achievement and growth significantly inform the evaluation
- Rigorous measures of effectiveness used, including observations and other performance indicators

# REQUIREMENTS

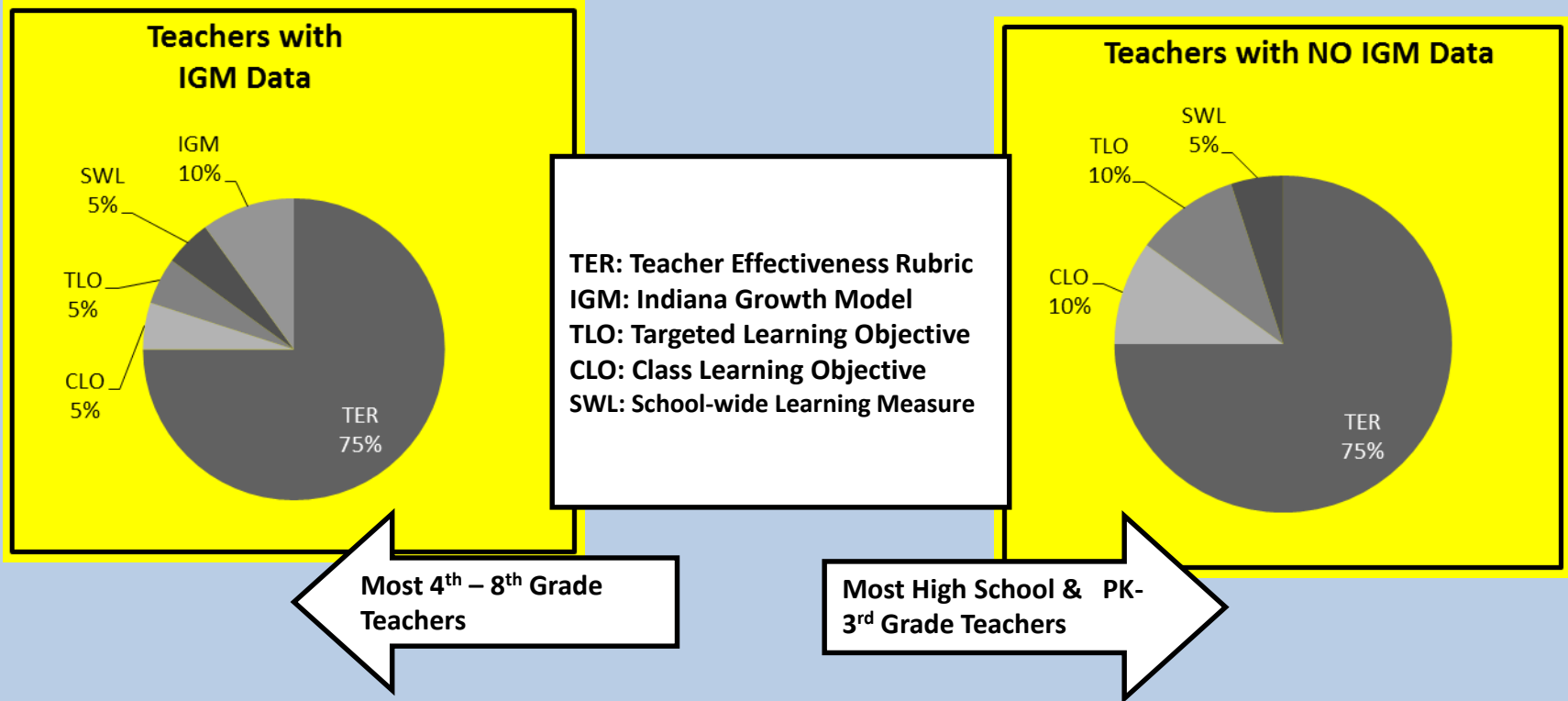
- Annual designation of each certificated employee into one of four rating categories (Highly Effective, Effective, Improvement Necessary, Ineffective)
- Explanation of evaluator's recommendations for improvement and discussion of evaluation with the employee
- Provision that a teacher determined to be negatively affecting student achievement and growth cannot be rated HE or E

**What are the parts of each  
educator's evaluation  
under the new law?**

- **The Educator Effectiveness Rubric (TER)**  
\*Scores on this are based upon data collected during multiple observations of a teacher during the year. We use differentiated rubrics for different staff such as counselors, administrators, superintendent, etc.
- **Indiana Growth Model Data (IGM)** \*a score assigned by the Department of Education only to teachers of math or language arts in grades 4-8, based on growth of their students on ISTEP from the previous year to the current year—only some teachers have this as part of their annual evaluation process
- **Score for Student Learning Objective (SLO) results (class SLO and targeted SLO)**  
\*SLO goals are set by each educator annually for the year
- **Schoolwide Learning (SWL)** \*All ZCS educators have this score as part of their evaluation. It is the school's A-F score assigned by the State Board of Education based on a variety of learning measures.



# Weights of Teacher Evaluation Components



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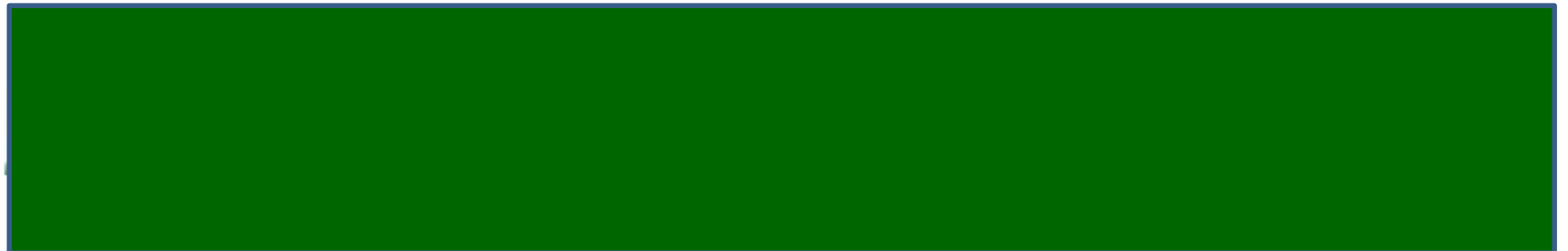
Two types of evaluators contribute to the collection of evidence.



**Primary Evaluator:** The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator.



**Secondary Evaluator:** An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Each teacher may have more than one secondary evaluator.



## Observers Collect Data During Observations and Conferences



- **Beginning and Mid-Year Professional Conversations**
- **1-2 short (20 minute) observations/year with written feedback**
- **2 Extended (40+ minute) Observations/Year with written feedback and pre/post conversations**

# All Observations Start with a Script

**Sandbox, UE**  
**Short Observation #1**  
**FY 2012/2013**

*Evaluated by Jenny Froehle*

*Started: November 06, 2012*

*Printed: November 06, 2012 at 1:45pm*



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## SCRIPTING

[01:32] [02:06] Math class underway as I enter. Ss are working in math journals on word problems. T. has problem projected on board. Board says "I can solve problems. I can do problems in the real world."

T. models on white board how to solve problem. It is about ant farm in a classroom. T: Do we have a class ant farm that I don't know about? Ss laugh... S: Maybe!!

[02:07] T models on board how to underline and circle key parts of problem. T: What are they asking us? We have to figure out what they are asking us before we can even begin solving the problem. What are they asking us?

[02:08] Ss raise hands. S suggests "how many ants..." T. underlines that in the problem. T tells story about real ants that invade the classroom every spring... Do you think they will come again this year if they have come the past few years? Ss call out yes. One says "maaaaaybe!"

[02:09] T asks if the problem calls for estimate or exact answer. Asks partners to work out different ways to solve problem. Group at my table talks over possibilities.

S: I kind of want to do it this way.

S2: So do I. Here's what we could do though. Let's do a ballpark estimate first and then we could... the group works together to ballpark each part of the equation

# Rubric Codes Applied to Script

Students can explain what they are learning and why it is important, beyond repeating the stated objective (2.1.HE.2)	Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms (2.1.E.2)	Objective is stated, but not in a student-friendly manner that leads to understanding (2.1.IN.2)	There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. (2.1.I.2)
Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection (2.1.HE.3)	Importance of the objective is explained so that students understand why they are learning what they are learning (2.1.E.3)	Teacher attempts explanation of importance of objective, but students fail to understand (2.1.IN.3)	Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. (2.1.I.3)
	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.E.4)	Lesson generally does not build on prior knowledge of students or students fail to make this connection (2.1.IN.4)	There may be no effort to connect objective to prior knowledge of students (2.1.I.4)
	Lesson is well-organized to move students towards mastery of the objective (2.1.E.5)	Organization of the lesson may not always be connected to mastery of the objective (2.1.IN.5)	Lesson is disorganized and does not lead to mastery of objective. (2.1.I.5)

## 2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.2.HE.1)	Teacher demonstrates content knowledge and delivers content that is factually correct (2.2.E.1)	Teacher delivers content that is factually correct (2.2.IN.1)	Teacher may deliver content that is factually incorrect (2.2.I.1)
Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.HE.2)	Content is clear, concise and well-organized (2.2.E.2)	Content occasionally lacks clarity and is not as well organized as it could be (2.2.IN.2)	Explanations may be unclear or incoherent and fail to build student understanding of key concepts (2.2.I.2)
Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.3)	Teacher restates and rephrases instruction in multiple ways to increase understanding (2.2.E.3)	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.IN.3)	Teacher continues with planned instruction, even when it is obvious that students are not understanding content (2.2.I.3)
Explanations spark student excitement and interest in the content (2.2.HE.4)	Teacher emphasizes key points or main ideas in content (2.2.E.4)	Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways (2.2.IN.4)	Teacher does not emphasize main ideas, and students are often confused about content (2.2.I.4)
Students participate in each others' learning of content through collaboration during the	Teacher uses developmentally appropriate language and explanations (2.2.E.5)	Explanations sometimes lack developmentally appropriate language	Teacher fails to use developmentally appropriate language (2.2.I.5)

# Evaluation Feedback Ends with Comment from Observer

Students demonstrate high academic expectations for themselves (2.9.HE.3)

The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) (2.9.E.3)

Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) (2.9.IN.3)

Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers (2.9.I.3)

Student comments and actions demonstrate that they are excited about their work and understand why it is important (2.9.HE.4)

Teacher celebrates and praises academic work. (2.9.E.4)

Teacher may praise the academic work of some, but not others (2.9.IN.4)

Teacher rarely or never praises academic work or good behavior (2.9.I.4)

High quality work of all students is displayed in the classroom (2.9.E.5)

High quality work of a few, but not all students, may be displayed in the classroom (2.9.IN.5)

High quality work is rarely or never displayed in the classroom (2.9.I.5)

## General Observation Comments

UE, I loved being with your class today. I can honestly say that the student group I was sitting with was probably the highlight of my afternoon in terms of student learners talking about their work. WOW. Their discussion was high level and thoughtful and really evidenced exactly what any teacher would want to have happening in small group learning situations. They strategized together about how best to solve the problem, thoughtfully considered each person's ideas, set a course of action, carried it through, reflected on how it worked, celebrated when they realized it had been successful...amazing.

In today's lesson, I observed the following strengths...

As you can see, I saw evidence of many effective strategies. The area of greatest strength was just in the simple and clear way that this lesson unfolded and in the clear modelling of what you wanted them to do and their ability to replicate that in their groups. Engagement was high. Instructional time was maximized.

In today's lesson, I noticed the following areas for improvement...

One thing I didn't see that is pretty important is whether or not this lesson was differentiated in any way based on what kids might already know how to do. I saw the other math group working at the back table but couldn't tell if there was any differentiation within this one. Would be interested to hear more about that if you have a minute some time.

Again, thanks for letting me share your afternoon.

*Comment by Jenny Froehle on Nov 06, 2012 at 1:40pm*

**What are the parts of the  
Teacher Effectiveness Rubric?**

# Domain 1: Purposeful Planning (5 indicators) (10% of rubric)

Teacher looks at data to set goals for students and develops units based on standards with objectives and assessments. Teacher tracks data from students and adjusts instruction because of what he/she sees/analyzes in the data.



## Domain 2: Effective Instruction

(9 indicators) (75% of rubric)

Teacher teaches content/skills correctly and clearly using best practices, engages students, checks that they understand, adjusts instruction when they don't, pushes for deep understanding and rigor, maximizes time on task, creates a positive climate in the classroom, and sets high expectations for success.

# Domain 3: Professional Leadership

(5 indicators) (15% of rubric)

Teacher helps students and peers outside of class time, helps advance the school's mission or initiatives, collaborates with other teachers, pursues ways to improve his/her practice and through professional learning, advocates for student success, and engages families in a variety of ways.

# Core Professionalism

- Attendance- To meet standard, a teacher should not have a pattern of unexcused absences.
- On-time Arrival-To meet standard, a teacher should not have a pattern of unexcused late arrivals to school or class.
- Policies and Procedures-To meet standard, a teacher should follow state, district, and school policies and procedures.
- Respect-To meet standard, a teacher should interact with students, colleagues, parents, community in a respectful manner.

**ANOTHER PART OF OUR  
PROCESS: SETTING STUDENT  
LEARNING OBJECTIVES**

The Class SLO is a MASTERY goal.

- Taking into account students' starting points, (through a review of student data), the teacher sets goals for their mastery of course standards throughout the year
- Covering all content standards for the course

For example: “90% of my students in period 2 will achieve an 70/100 or higher on the final exam for World History.”

The targeted SLO is a growth or mastery goal that targets CERTAIN STUDENTS who began the class at a low level of preparation.

- Covering all or a small subset of content standards that the educator determines would help those students succeed in current and/or future learning.

For example: “All six of my targeted students will achieve a 3 or higher on organization of writing on the rubric for the 7<sup>th</sup> grade Language Arts final writing prompt.”

**Since implementation of our educator evaluation process, we have held over a thousand conversations annually with ZCS educators reflecting on professional practices and evidence of student learning. Each year, ZCS school leaders conduct over 1000 classroom observations in our schools. ZCS educators use the data gathered in these observations to reflect on teaching and learning in their classrooms in a process of continuous professional inquiry.**