Hamilton Southeastern Schools

Talent Development System

Administrator and Teacher Guidebook

Significant content changes to this document are indicated by yellow highlight.
HAMilton Southeastern Schools

Evaluation Plan Introduction

Hamilton Southeastern Schools has implemented the HSE Talent Development System (TDS) in compliance with Indiana Law. This TDS replaces the previous system.

A Committee of HSE teachers and administrators worked collaboratively to create the system to provide meaningful feedback and data for teacher professional growth.

Each year at our opening day building meetings, principals will present teachers with detailed information about the system which can be found in the Administrator and Teacher Guidebook. The Guidebook has been distributed electronically and is posted on the HSE Website. Principals will explain the basic responsibilities, requirements, and timelines that teachers, administrators, and other observers/evaluators will need to complete as the year progresses. The Board of School Trustees is informed of the process in a public meeting.

HSE Principals and Administrators will serve as the primary evaluators for certified staff and use the Standards for Success (SFS) program to gather observation and evaluation data. Administrators have received training by the Indiana University based, Indiana Teacher Appraisal and Support System (INTASS) throughout the school year.

We appreciate the hard work of the committee and the feedback of all staff who contributed to the development and revision of the system.

Sincerely,

HSE Schools

The following resources were used to inform the contents of this document:


- Marzano, R. J., & Toth, M. D. (2013). Teacher evaluation that makes a difference: A new model for teacher growth and student achievement. ASCD.


# Table of Contents

- HSE Talent Development System Summary ................................................................. 4
- Indiana Code ................................................................................................................. 5
- Performance Levels ................................................................................................... 5
- Professional Practice ................................................................................................. 6
- Overview of HSE Talent Development System by Discipline .................................. 6
- Feedback and Scoring with the Talent Development System .................................... 9
- Summative Teacher Evaluation Scoring ..................................................................... 10
- The Role of Professional Judgment ............................................................................ 11
- Appendix A-TDS Observation Form ......................................................................... 12
- Appendix B-HSE Best Practices for Teaching and Learning ..................................... 14
- Appendix C-TDS Goal Process Worksheet and Examples .......................................... 15
- Appendix D-Professional Improvement Plan Form .................................................... 27
- Appendix E-How to Calculate A-F Grades Document .............................................. 28
HSE Talent Development System Summary

Teachers, administrators, and all staff are vital to the success of students. School effectiveness and school improvement depends on the talent development of teachers/staff. Hamilton Southeastern Schools is committed to continuous growth and learning for both students, teachers, and all staff. The talent development of all teachers and staff in Hamilton Southeastern Schools is based on the disciplines that are described in the Hamilton Southeastern Schools Talent Development System Guidebook.

The following bullet points summarize the major components of the HSE plan:

- Every certified teacher/staff will be evaluated annually and determined to be at one of the following levels in each discipline:
  1. **Innovating** (Mastery)
  2. **Applying** (Regular Practice)
  3. **Developing** (Initial Use)
  4. **Beginning** (Learning)

- Teacher level will be informed by use of the HSE Talent Development System according to the following category weights:

<table>
<thead>
<tr>
<th>Discipline 1 – Professional Growth and Leadership</th>
<th>Discipline 2 – Best Practices for Teaching and Learning</th>
<th>Discipline 3 – Collegiality and Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>75%</td>
<td>15%</td>
</tr>
</tbody>
</table>

- Teacher ratings for the STUDENT LEARNING COMPONENT must be informed by Individual Growth Model (IGM) data where available. Teachers will be placed in one of two groups based on the types of student learning data each teacher has available. The groups and respective percentages are as follows:

<table>
<thead>
<tr>
<th>Group (SFS)</th>
<th>Applicable Teacher/Staff</th>
<th>Talent Development System</th>
<th>School Grade</th>
<th>IGM (ILEARN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (TBD)</td>
<td>IGM</td>
<td>90%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>B (TBD)</td>
<td>Non-IGM and/or No Classroom</td>
<td>95%</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

- Teacher/staff and evaluator will coordinate the approval of collaboratively determined specific goals and the criteria for attainment of those goals along with the appropriate assessment instruments chosen to measure student growth.

- The teacher/staff and evaluator will meet at the beginning of the school year and in the second semester to determine growth in the three disciplines (summative review). A mid-year check-in is optional and may be initiated by either the teacher/staff or the administrator (formative review).

- All observations involving the recording of performance data will result in feedback within ten (10) business days.

- One (1) extended observation will be conducted annually by a trained evaluator for each certified teacher/staff. These will last a minimum of 40 minutes and will be an agreed upon date and time established by the teacher/evaluator. Administrators may choose to perform additional extended observations which will have an agreed upon date and time.

- In addition to the extended observation, trained evaluators will also provide minimally one (1) short observation to be conducted annually and last at least 10 minutes in length.
• Observations meeting the minimum expectations for extended and short observations must be recorded in Standard for Success (SFS).

• Teacher/staff may receive observations beyond the minimum number required by the HSE TDS plan and may receive additional support and/or be placed on an individualized professional development plan if more intensive support is needed.

• Teacher/staff may receive additional observations at the teacher/staff member’s request. Teachers/staff may submit artifacts as evidence to be considered by their evaluator(s).

Indiana Code
Hamilton Southeastern Schools has worked to create a fair, credible, and accurate annual evaluation system to differentiate teacher, staff, and principal performance and to support professional growth. The HSE model, in compliance with Indiana code, meets the following criteria as required by state statute:

• Be annual: Every teacher, regardless of experience, deserves meaningful feedback on his or her performance on an annual basis.

• Include Student Growth Data: Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes student growth data. Where Indiana Growth Model (IGM) data is available, it must be the primary measure of student learning.

• Include Four Categories: When the final performance levels are determined the following chart will be used for state reporting requirements.
  
  (4) Innovating = Highly Effective  
  (3) Applying = Effective  
  (2) Developing = Improvement Necessary  
  (1) Beginning = Ineffective

Performance Levels
Each evaluator will determine and communicate the level of performance of each teacher at the end of the school year as one of four performance levels:

• Innovating: An “Innovating” teacher/staff member consistently displays mastery and has demonstrated excellence, as determined by a trained evaluator in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

• Applying: An “Applying” teacher/staff member consistently displays regular practice of locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes, as determined by a trained evaluator.

• Developing: A “Developing” teacher/staff member displays initial use of locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes but requires more consistent practice and improved performance before acceptable expectations are met, as determined by a trained evaluator.

• Beginning: A “Beginning” teacher/staff member does not display use of locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes, as determined by a trained evaluator.
Teacher/staff members receiving determination of “Developing or Beginning” levels of performance will be provided an individualized professional development plan to remediate areas where improvement is needed. License renewal credits will be offered the teacher for his/her completion of professional development opportunities provided to remediate areas for improvement. The teacher may request a private conference with the superintendent within 10 days following a summative level of “Beginning” where the teacher/staff member has failed to make needed improvement through participation in his/her individualized professional development plan. Every effort will be made to assure that students will not be assigned to teachers determined to be at a “Beginning” level for two consecutive years. Parents will be informed by written communication should a student be assigned a teacher determined to be at a “Beginning” level for two consecutive years.

PROFESSIONAL PRACTICE

- **Promotes professional growth for teachers/staff members at all levels of performance:** The system is designed to include personal reflection on practice, yearly “growth mindset” goal-setting, skill building, and a focus on meaningful measures of student growth resulting in continuous improvement and quality experiences for students.

- **Provides clear expectations for teachers:** The system defines and prioritizes the actions and competencies that are proven to promote high level of student achievement. Indicators serve as examples of best practice.

- **Supports a measurable, meaningful, and manageable system for professional growth:** The system provides the foundation for accurately assessing teacher performance in three disciplines focusing on specific competencies.

- **Identifies areas of professional development:** The system provides a framework for every teacher/staff member to identify professional development priorities.

**Overview of the HSE Talent Development System by Discipline**

Indicators under each discipline/competency serve as examples of best practice for the teacher and should not be considered a checklist to be observed on every classroom visit.

**Discipline 1: Professional Growth and Leadership**

**Professional Growth Indicators:**

- Discuss with your administrator to create a Professional Growth Plan
  - Collaboratively develop up to two goals
  - Work together to determine the skills necessary to achieve your goals
  - Collaboratively develop a plan to gain the skills needed to achieve your goals.
  - Discuss with administrator how you can demonstrate evidence of your growth process.

**Leadership Indicators:**

- Seeks opportunities to support other staff members and/or students through coaching, discussion, and/or collaboration
- Pursues opportunities for professional development
- Implements and/or shares newly learned knowledge and practices with others
- Makes changes and takes risks to ensure student success
Discipline 2: Best Practice for Teaching and Learning

The word “Teacher” has been removed from all of the best practice statements through Discipline 3.

2.1 Student Centered Approaches – Differentiation/Authenticity/Relevancy and Rigor/Student Voice Indicators:
- Sets high expectations for students of all levels.
- Differentiates instruction to challenge each student at an appropriate level of difficulty based on each student’s level of knowledge, skills, and understanding.
- Addresses student misunderstanding with different techniques and strategies to lead student to success.
- Utilizes a variety of instructional strategies and activities appealing to multiple learning styles, learning modalities or intelligences.
- Uses strategies that actively involve students in the learning process including student voice and choice by utilizing student ideas and inquiry to enhance learning experiences.
- Initiates verbal contact with a high percentage of students within an educational experience maximizing student contact time.
- Assists students in their own development of higher level questioning skills to both teachers and peers.
- Provides students authentic opportunities to actively and meaningfully practice, apply, and demonstrate their learning through assigned work.
- Provides appropriate support and accommodations to ensure engagement and inclusion of students with special needs.

2.2 Content and Curriculum - Standards-Based Instruction/Inquiry-Driven Study/Formative Assessment/Student Choice Indicators:
- Efficiently achieves the curricular standards prescribed by the school corporation and the State of Indiana.
- “Unpacks” standards by identifying critical information and “power standards” in collaboration with colleagues and district guidance.
- Uses authentic, relevant, and appropriate resources in planning and instruction.
- Plans detailed lessons that reflect current research and best practice and organizes unit and lesson plans for short and long-term effectiveness.
- Designs inquiry-driven learning experiences where students create and defend a position and are able to articulate a pattern of reasoning, are able to compare and contrast their own position with others, and are able examine strengths, weaknesses and errors in those positions.
- Demonstrates effective questioning techniques including higher level questioning.
- Engages students in cognitively complex tasks involving hypothesis generation, testing, and evaluation.
- Uses a variety of formative assessments to collect diagnostic evidence that students are achieving the learning objectives and developing mastery of skills.
- Uses student data to change and refine teaching strategies and methodologies.
- Provides students timely feedback and assists them in using the feedback for mastery of content and skill building.

2.3 Fundamental Classroom Conditions - Global Perspective/Accessibility and Equity/Collaboration/Intellectual Risk-taking Indicators:
- Creates and maintains a safe and positive classroom environment that is conducive to learning.
- Demonstrates genuine respect, appreciation, and care for students at all times.
- Creatively uses the physical elements of the classroom to enhance learning.
- Keeps students on task and engaged and utilizes genuine encouragement and praise.
- Emphasizes and models good character and assists students in development of empathy and good character skills.
- Encourages and fosters collaboration among students.
- Encourages a growth mindset in students by being supportive of student risk-taking as a step to student growth.
- Demonstrates skill in classroom management and discipline by actively monitoring students and setting clear and caring expectations for student behavior.
- Intervenes promptly and consistently to correct poor choices by students, displays concern, and maintains the dignity of the student when correcting behavior.
- Follows established school-wide procedures for teacher intervention and administrative referral and communicates student behavioral concerns to parents in a timely manner.
- Ensures equity and inclusion of all students.

2.4 Transfer of Learning - Cross-Curricular Connections/Real-World Experiences/Applied Knowledge/Creativity and Production Indicators:
- Creates real-world problem-solving opportunities for students.
- Creates learning opportunities that allow students to apply previous learned skills and strategies throughout the year in different scenarios.
- Articulates the “why” of learning experiences and how skills/content can be applied or transferred to other settings.
- Creates lesson plans/unit plans in Understanding by Design (UBD) (backward planning with the end in mind) format highlighting real-world experiences and cross-curricular connections.
- Designs assessments that measure student applied skills along with specific content.

Discipline 3: Collegiality and Professionalism - Meets Contractual Obligations/Maintains Expertise in Professional Development/Collegial and Collaborative Indicators:
- Meets the responsibilities and contractual obligations of employment with HSE Schools.
- Follows the policies and procedures of the school and School Corporation and adheres to established laws, policies, rules, and regulations.
- Displays punctuality, maintains good attendance, assumes professional responsibilities to enhance the school environment, and fulfills non-instructional duties to support the total school program.
- Maintains accurate academic and behavioral records to document student performance and authentically assesses and evaluates student understanding, performance, and skill level in a timely fashion.
- Demonstrates a thorough knowledge of the subject matter, actively participates in professional development experiences, engages in continuous professional growth, and stays abreast of current professional research and literature.
- Contributes to school Professional Learning Communities to improve the instructional program and professional growth, and the teacher actively seeks help and provides input in Professional Learning Community meetings.
- Interacts with other teachers in a positive manner to promote and support student learning and works collaboratively with colleagues and appropriate school personnel to address issues that impact student learning.
- Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust.
- Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust.
- Ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns.
**Feedback and Scoring with the Talent Development System**

Evaluators/observers are not required to score teachers after any given observation. During the observation the evaluator/observer takes evidence-based notes by writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators/observers record during the observation should reflect a clear and concise account of what occurred in the classroom. The evaluator/observer will use these notes and other pieces of evidence to provide the teacher with feedback and suggestions for growth during the post conference.

At the end of the year, evaluators must determine a final performance level and discuss this level with teacher/staff members during a summative conference. The evaluator will calculate the final teacher level using a four-step process.

**Calculation of Performance Level**

1. **Compile data and notes from observations, conferences, and other sources of information.**
   - At the end of the process, evaluators should have collected a body of information representing teacher/staff member practice. Not all of this information will necessarily come from the same evaluator or observer, but it is the responsibility of the assigned evaluator to gather information from every person that observed the teacher/staff member during the cycle. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc.

2. **Use professional judgment to determine three final levels in Professional Growth and Leadership, Best Practices for Teaching and Learning, Collegiality and Professionalism.**

3. **Use established weights and professional judgment to convert three levels into one over-all level for Disciplines 1-3.**

4. **Calculate the summative level and student growth measure to determine the final level performance.**

Each step is described in detail below.

**Step 1: Compile ratings and notes from observations, conferences, and other sources of information.**
At the end of the process, evaluators should have collected a body of information representing teacher/staff member practice. Not all of this information will necessarily come from the same evaluator or observer, but it is the responsibility of the assigned evaluator to gather information from every person that observed the teacher/staff member during the cycle. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc.

**Step 2. Use professional judgment to establish final level determinations of the three disciplines**
After collecting information, the evaluator must assess where the level of the teacher/staff member within each competency. Using all gathered information, the evaluator should use professional judgment to assign each teacher/staff member a level in every targeted competency. Next, the evaluator will calculate the teacher’s level in each of the three disciplines. The final determinations of the level in each of three disciplines should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss his/her determinations with the teacher/staff member, using the information collected to support the final decision. The figure below provides an example of this process.

<table>
<thead>
<tr>
<th>Final Ratings</th>
<th>Discipline 1:</th>
<th>Discipline 2:</th>
<th>Discipline 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8</td>
<td>3.2</td>
<td>3.6</td>
<td></td>
</tr>
</tbody>
</table>
Step 3. Use established weights to convert three discipline ratings into one rating for Disciplines 1-3

At this point, each of the three final discipline ratings is weighted according to importance and added to form one rating for disciplines 1-3. As described earlier, the creation and design of the system stresses the importance of observable teacher and student actions. These are reflected in Discipline 2: Best Practice for Teaching and Learning. Good instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes. Therefore, Best Practices for Teaching and Learning Discipline is weighted significantly more than the others, at 75%. Professional Growth and Leadership is weighted 10%, and Collegiality and Professionalism is weighted 15%.

Example:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Rating (1-4)</th>
<th>Weight</th>
<th>Weighted Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline 1:</td>
<td>2.8</td>
<td>10%</td>
<td>0.28</td>
</tr>
<tr>
<td>Discipline 2:</td>
<td>3.2</td>
<td>75%</td>
<td>2.40</td>
</tr>
<tr>
<td>Discipline 3:</td>
<td>3.8</td>
<td>15%</td>
<td>0.57</td>
</tr>
</tbody>
</table>

The calculation here is as follows:

1. Rating x Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score

Step 4: Summative Teacher Evaluation Scoring

Review of Components

Each teacher/staff member’s summative evaluation score will be based on the following components and measures:

- **Professional Practice - Assessment of instructional knowledge and skills**
  - Measure: HSE Talent Development System

- **Student Learning - Contribution to student academic progress**
  - Measure: Individual Growth Model (IGM)*
  - Measure: School-wide Learning Measure (SWL)

*This measure only applied to teachers of grades 4 through 8 who teach ELA and/or math.

IGM Example:

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Score</th>
<th>Weight</th>
<th>Weighted Score (rounded to the nearest hundredth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent Development System</td>
<td>3.25</td>
<td>X 90%</td>
<td>2.93</td>
</tr>
<tr>
<td>Individual Growth Model</td>
<td>3.0</td>
<td>X 5%</td>
<td>0.15</td>
</tr>
<tr>
<td>School-wide Learning Measure</td>
<td>4.0</td>
<td>X 5%</td>
<td>0.20</td>
</tr>
<tr>
<td>Total Final Score</td>
<td></td>
<td></td>
<td>3.28 Applying</td>
</tr>
</tbody>
</table>
Non-IGM Example:

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Score</th>
<th>Weight</th>
<th>Weighted Score (rounded to the nearest hundredth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent Development System</td>
<td>3.25</td>
<td>X 95%</td>
<td>3.09</td>
</tr>
<tr>
<td>School-wide Learning Measure</td>
<td>4.0</td>
<td>X 5%</td>
<td>0.20</td>
</tr>
<tr>
<td>Total Final Score</td>
<td></td>
<td></td>
<td>3.29</td>
</tr>
</tbody>
</table>

Applying Rating Scale

<table>
<thead>
<tr>
<th>Innovating (4)</th>
<th>Applying (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 Points</td>
<td>3.5 Points</td>
<td>2.5 Points</td>
<td>1.75 Points</td>
</tr>
<tr>
<td>1.00 Point</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Role of Professional Judgment

Assessing a teacher/staff member’s professional practice requires evaluators/observers to constantly use their professional judgment. No evaluation system, however detailed, can capture all of the nuances in teaching. In addition, synthesizing multiple sources of information into a final determination of a particular professional competency is inherently more complex than checklists or numerical averages. The evaluator must use professional judgment when assigning a teacher a level for each specified competency. Using professional judgment, the evaluator should consider the ways and extent to which the teacher/staff member’s practice grew over the year, the teacher/staff member’s response to feedback, how the teacher/staff member adapted that practice to students, and other appropriate factors before determining a final level.

HSE SCHOOLS NEGATIVE IMPACT

Non IGM Classrooms

Negative Impact for teachers/staff members not determined by IGM data will be defined as earning a final determination of “Beginning”.

IGM Classrooms

Teachers determined to have a negative impact by the State of Indiana can receive no higher than “Developing” as their final rating.

INCLUSION IN SUMMATIVE RATING

Teacher/staff members and evaluators should have an understanding of the definitions of negative impact on student learning at the beginning of the talent development system cycle, as well as the procedures by which a teacher/staff member’s level determination will be adjusted if he or she is identified as negatively impacting student learning.
Appendix A

Hamilton Southeastern Schools
Talent Development System

**Discipline 1 Professional Growth & Leadership:**

<table>
<thead>
<tr>
<th>Innovating (Mastery)</th>
<th>Applying (Regular Practice)</th>
<th>Developing (Initial Use)</th>
<th>Beginning (Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Comments (e.g. Strengths, Suggestions, Targets for Improvement):*

**Discipline 2 Best Practices For Teaching and Learning:**

**A. Student Centered Approaches**

<table>
<thead>
<tr>
<th>Innovating (Mastery)</th>
<th>Applying (Regular Practice)</th>
<th>Developing (Initial Use)</th>
<th>Beginning (Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Comments (e.g. Strengths, Suggestions, Targets for Improvement):*

**B. Content and Curriculum**

<table>
<thead>
<tr>
<th>Innovating (Mastery)</th>
<th>Applying (Regular Practice)</th>
<th>Developing (Initial Use)</th>
<th>Beginning (Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Comments (e.g. Strengths, Suggestions, Targets for Improvement):*
C. Fundamental Classroom Conditions

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Score</th>
<th>Weight</th>
<th>Weighted Score (rounded to the nearest hundredth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent Development System</td>
<td></td>
<td>X 90%</td>
<td></td>
</tr>
<tr>
<td>Individual Growth Model</td>
<td></td>
<td>X 5%</td>
<td></td>
</tr>
<tr>
<td>School-wide Learning Measure</td>
<td></td>
<td>X 5%</td>
<td></td>
</tr>
<tr>
<td>Total Final Score</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Transfer of Learning

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Score</th>
<th>Weight</th>
<th>Weighted Score (rounded to the nearest hundredth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent Development System</td>
<td></td>
<td>X 95%</td>
<td></td>
</tr>
<tr>
<td>School-wide Learning Measure</td>
<td></td>
<td>X 5%</td>
<td></td>
</tr>
<tr>
<td>Total Final Score</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discipline 3 Collegiality and Professionalism:

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Score</th>
<th>Weight</th>
<th>Weighted Score (rounded to the nearest hundredth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent Development System</td>
<td></td>
<td>X 90%</td>
<td></td>
</tr>
<tr>
<td>Individual Growth Model</td>
<td></td>
<td>X 5%</td>
<td></td>
</tr>
<tr>
<td>School-wide Learning Measure</td>
<td></td>
<td>X 5%</td>
<td></td>
</tr>
<tr>
<td>Total Final Score</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hamilton Southeastern Schools
Best Practices for Teaching and Learning

Student-Centered Approaches
- Differentiation
- Authenticity
- Relevancy and Rigor
- Student Voice

Content and Curriculum
- Standards-Based Instruction
- Inquiry-Driven Study
- Formative Assessment
- Student Choice

Fundamental Classroom Conditions
- Global Perspective
- Accessibility and Equity
- Collaboration
- Intellectual Risk-Taking

Transfer of Learning
- Cross-Curricular Connections
- Real-World Experiences
- Applied Knowledge
- Creativity and Production

Update Approved 05/24/2017 HSE Administration. View related content at http://www.hse.k12.in.us or visit bit.ly/HSE21BP
### TDS Goal Process Worksheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

#### Goal Foundation
- **Student Centered Approaches**
- **Fundamental Classroom Conditions**
- **Individual Professional Goal**
- **Content & Curriculum**
- **Transfer of Learning**

#### Motivation
- **WHY I want this goal** (the “outcome” you want)

#### Obstacles or Barriers
- Possible obstacles or barriers that I may experience....
- What will I do when I run into an obstacle or a barrier?

#### Set Goal Levels (could vary on time, quantity, quality, etc.)
- **At the end of/By .....(Time Period)**
- I will learn how to/will be able to.....
- So that students will......
- As measured by .....(evidence of student outcome)

#### How will instruction need to be DIFFERENT?
- In order to achieve this goal, I will do MORE....
- In order to achieve this goal, I will do LESS...
- In order to achieve this goal, I need to BE someone who is...

#### Moving Forward (e.g. things, people, personal qualities, finance, etc.)
- Resources available
- Additional resources

#### Taking ACTION
*Bring evidence of this work to EOY Summative Conference*

<table>
<thead>
<tr>
<th>Three short-term action items that move me closer to my goal</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three longer-term action items that move me closer to my goal</td>
<td>1.</td>
</tr>
</tbody>
</table>

My Goal:
## TDS Goal Process Worksheet-Example

### Name: 
### Date: 

#### Goal Foundation:
- Student Centered Approaches
- Fundamental Classroom Conditions
- Individual Professional Goal

<table>
<thead>
<tr>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHY I want this goal (the “outcome” you want)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Obstacles or Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible obstacles or barriers that I may experience….</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set Goal Levels (could vary on time, quantity, quality, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of/By …. (Time Period)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will instruction need to be DIFFERENT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to achieve this goal, I will do MORE...</td>
</tr>
<tr>
<td>In order to achieve this goal, I will do LESS...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moving Forward (e.g. things, people, personal qualities, finance, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources available</td>
</tr>
<tr>
<td>Resources I need (ideally)</td>
</tr>
</tbody>
</table>

**Taking ACTION**

*Bring evidence of this work to EOY Summative Conference*
| Three short-term action items that move me closer to my goal | 1. Review and make myself comfortable with the Global Goals World’s Largest Lesson  
2. Review current content, unit plans, mentor text to make connections to the 17 possible goals  
3. Observe teachers that are already connected with Global Goals |
|-----------------------------------------------------------|
| Three longer-term action items that move me closer to my goal | 1. Create an interest group with other colleagues  
2. Build a shared document to collect plans and resources  
3. Share student work at PLCs/create a goal with PLC team |

**My Goal:** I will connect Global Goals to my daily instruction and content so that students may experience a global perspective through real world, problem solving opportunities. By the end of the 1st 1st semester, 80% of my students will be able to show a deep level of understanding of one global goal through their ability to share their learning of their chosen Global Goal with their peers. Deep level of understanding will be measured by a rubric created in our Humanities PLC.
<table>
<thead>
<tr>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHY I want this goal</strong> (the “outcome” you want)</td>
</tr>
<tr>
<td><strong>List ALL of the benefits here</strong> (of achieving your goal)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Obstacles or Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possible obstacles or barriers that I may experience...</strong></td>
</tr>
<tr>
<td><strong>What will I do when I run into an obstacle or a barrier?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set Goal Levels (could vary on time, quantity, quality, etc.)</th>
</tr>
</thead>
</table>
| **At the end of/By ... (Time Period)** | • I want kids to be able to perform tasks centered around “power standards” with at least a 70% accuracy level. I will monitor this every quiz and test and do reflections and conferences with students not meeting this goal.  
  • Each nine weeks students will be asked to perform depth of knowledge performance tasks to show a transfer of learning.  
  • Students (16 of my 20) will be able to achieve a 70% or higher on their semester exam, which is a standards based test. |
| **I will learn how to/will be able to...** | I plan to use a variety of formative assessments to collect diagnostic evidence that students are achieving the learning objectives and developing a mastery of skills. I will use that data to change and refine my teaching strategies. Students will receive timely feedback (24 hours) so that we can self-monitor their progress. Some of this feedback will be immediate in the form of... |
answer banks on their homework to self-assess their comprehension of the skills and improve their number sense. (This is something I am working on completing this year as we transition to a new resource)

<table>
<thead>
<tr>
<th>So that students will.......</th>
<th>Be able to improve number sense, self-monitor, have a growth mindset, and show mastery of power standards with at least a 70% accuracy rate.</th>
</tr>
</thead>
</table>
| As measured by ......(evidence of student outcome) | Students will be given weekly formative assessments, their depth of knowledge will be identified, and then instruction will be guided based on this level. This will occur in the following areas:  
  - Daily bell work  
  - Inventory tests for each unit of study  
  - Weekly math journals  
  - Unit doodle note connections  
  - Standard based spot checks  
  - Khan academy weekly scores  
  - Quiz/Test Analysis work  
  - Semester Exams  
  - ILearn  
  - NWEA |

How will instruction need to be DIFFERENT?

| In order to achieve this goal, I will do MORE... | I plan to really focus on number sense with this group. I will do this in a variety of ways. One way is to change my approach to homework. My students in remediation typically do not have number sense. To work on this I plan to provide answer banks (answers only) on all assignments. Students will be expected to complete a problem and then immediately check to see if their answer appears in the answer bank. If it does not, they know that they need to look for help. It is my hope then they will start to self-identify and correct mistakes before checking the answer bank. I will also utilize Khan Academy, which will give them immediate feedback. We will be utilizing the new Big Ideas resource which offers students immediate feedback and supports as well. |
| In order to achieve this goal, I will do LESS... | Since students’ focus will shift from completing problems to accuracy and self-monitoring and correcting their work, I will be decreasing the number of problems that I require my kids to do each day, while learning a new concept. |
| In order to achieve this goal, I need to BE someone who is... | Very reflective in what strategies and techniques are enabling students to be engaged and grow. |

Moving Forward (e.g. things, people, personal qualities, finance, etc.)

<table>
<thead>
<tr>
<th>Resources available</th>
<th>Khan Academy, Big Ideas Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional resources</td>
<td>I hope to continue to read and study up more on the benefits of growth mindset in the math classroom as well as doodle notes to engage the brain</td>
</tr>
</tbody>
</table>

Taking ACTION
## Bring evidence of this work to EOY Summative Conference

| Three short-term action items that move me closer to my goal | 1. weekly check-ins during PLCs  
2. standards based spiral reviews to make sure kids are able to show mastery of standards throughout the year  
3. Khan Academy skills mastered at a 70% or higher |
|---|---|
| Three longer-term action items that move me closer to my goal | 1. 16 of my 20 will achieve a 70% or higher on their semester exam  
2. Students will show at least a 20% growth on “power standards” through the year  
3. Students will be able to show their understanding of the big picture connections in math through their use of doodle notes |

**My Goal:** 16 of my 20 students will be able to score a 70% or higher on a building level standards based semester exam focused on the power standards for 8th grade math. I will help them reach this goal through a focused emphasis on number sense and growth mindset.
**TDS Goal Process Worksheet-Example**

Name:       Date:  

**Goal Foundation:**
- Student Centered Approaches
- Fundamental Classroom Conditions
- Individual Professional Goal

**Motivation**

**WHY I want this goal**  (the “outcome” you want)

I want to lessen the amount of direct instruction and direction I do in my lessons by increasing the amount of student voice and choice which occurs on a typical day.

**List ALL of the benefits here**  (of achieving your goal)

- Students determine the outcomes of the learning objectives
- More student ownership in lesson content and assessments

**Obstacles or Barriers**

**Possible obstacles or barriers that I may experience….**

I will need to be mindful of my desire to control all aspects of a lesson.

**What will I do when I run into an obstacle or a barrier?**

I will consult with my colleagues who do this well in their classroom and also seek input from my evaluator.

**Set Goal Levels (could vary on time, quantity, quality, etc.)**

At the end of/By …. (Time Period)

By the end of the school year,

I will learn how to/will be able to…..

I will be able to provide my students with more student choice and voice,

So that students will…….

So that students will be able to better use their ideas and demonstrate more ownership in their learning,

As measured by …..(evidence of student outcome)

As measured by a student survey given at the end of first semester and again at the end of second semester.

**How will instruction need to be DIFFERENT?**

In order to achieve this goal, I will do MORE…

Most of my assignments moving forward will include a menu of choices to achieve the learning objective. There will also be a place for a student option in the assignment.

In order to achieve this goal, I will do LESS…

I will stop deciding on my own how students will show evidence of their learning.

In order to achieve this goal, I need to BE someone who is…

Open to students taking control of their own learning in ways that I am not used to them doing.

**Moving Forward (e.g. things, people, personal qualities, finance, etc.)**

Resources available

Department chair, evaluator, PLC Team
Additional resources | Examples from other teachers such as assignments, lesson plans, and assessments that incorporate student choice and voice.

**Taking ACTION**
Bring evidence of this work to EOY Summative Conference

| Three short-term action items that move me closer to my goal | 1. Beginning of the year student questionnaire.  
2. Evidence of choice in assignments.  
3. Obtaining lesson from members of my teaching team. |
| --- | --- |

| Three longer-term action items that move me closer to my goal | 1. Provide end of the semester/year student questionnaire.  
2. Gather similar assignments from past years and compare them to this year.  
3. |
| --- | --- |

**My Goal:** I want students to display more voice and choice through the use of their ideas and inquiry. This will occur three times a week the first and second nine weeks and four times a week the third and fourth nine weeks. Through the use of a survey, 90% of students will report a 4/5 in response to questions assessing their use of voice and choice in lessons, assignments, and classroom work.
TDS Goal Process Worksheet-Example

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Foundation:</td>
<td>Date:</td>
</tr>
<tr>
<td>Student Centered Approaches</td>
<td>Content &amp; Curriculum</td>
</tr>
<tr>
<td>(Circle)</td>
<td>Transfer of Learning</td>
</tr>
<tr>
<td>Fundamental Classroom Conditions</td>
<td></td>
</tr>
<tr>
<td>Individual Professional Goal</td>
<td></td>
</tr>
</tbody>
</table>

**Motivation**

<table>
<thead>
<tr>
<th>WHY I want this goal (the “outcome” you want)</th>
<th>Students to see how they can learn, grow, create change &amp; a make a difference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>List ALL of the benefits here (of achieving your goal)</td>
<td>Writing process, Exposure to Literature, Analyzing Reading, Application of learning to create and make change. Interaction &amp; Collaboration with college professors and students to show everyone can make a difference.</td>
</tr>
</tbody>
</table>

**Obstacles or Barriers**

<table>
<thead>
<tr>
<th>Possible obstacles or barriers that I may experience....</th>
<th>Timing of deadlines and alignment with curriculum map. Bringing in BSU students and professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I do when I run into an obstacle or a barrier?</td>
<td>Be flexible &amp; find how to adjust curriculum map. Stay on top of communication with BSU to create relationships &amp; open dialogue.</td>
</tr>
</tbody>
</table>

**Set Goal Levels (could vary on time, quantity, quality, etc.)**

<table>
<thead>
<tr>
<th>At the end of/By ....(Time Period)</th>
<th>Deadline for BSU magazine- Early November</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will learn how to/will be able to.....</td>
<td>Increase my digital literacy.</td>
</tr>
<tr>
<td>So that students will.......</td>
<td>Create &amp; share globally their learning</td>
</tr>
<tr>
<td>As measured by ...... (evidence of student outcome)</td>
<td>Project completion and application of reading &amp; writing standards.</td>
</tr>
</tbody>
</table>

**How will instruction need to be DIFFERENT?**

<table>
<thead>
<tr>
<th>In order to achieve this goal, I will do MORE...</th>
<th>Collaborative lessons with the Media Specialist, allow student decisions within the framework of content and curriculum standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to achieve this goal, I will do LESS...</td>
<td>Teacher led projects.</td>
</tr>
<tr>
<td>In order to achieve this goal, I need to BE someone who is...</td>
<td>Flexible, available to communicate and collaborate, trust students with their learning.</td>
</tr>
</tbody>
</table>

**Moving Forward (e.g. things, people, personal qualities, finance, etc.)**

<table>
<thead>
<tr>
<th>Resources available</th>
<th>Media Specialist, children’s literature</th>
</tr>
</thead>
</table>

---

Revision 9-4-18
<table>
<thead>
<tr>
<th>Additional Resources</th>
<th>Ball State student visits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Taking ACTION</strong></td>
<td><em>Bring evidence of this work to EOY Summative Conference</em></td>
</tr>
</tbody>
</table>
| Three short-term action items that move me closer to my goal | 1. Meet with Media Specialist  
2. Meet with university contact  
3. Gather student literature |
| Three longer-term action items that move me closer to my goal | 1. BSU students visit/collaborate  
2. Share with teammates and other students at BSE  
3. Celebration event- launch of project with families & BSU |

**My Goal:** By November 1st, all student projects will be published in a national literacy digital magazine through Ball State University. All students will be assessed on their ability to apply the writing process, analyze literature, and create an informative project to create aware for the need of diversity in literature.
**Motivation**

<table>
<thead>
<tr>
<th>WHY I want this goal (the “outcome” you want)</th>
<th>I would like to give my students more agency, which leads to empowerment, engagement and a stronger connection to the classroom community.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>List ALL of the benefits here (of achieving your goal)</th>
<th>Student Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Agency</td>
</tr>
<tr>
<td></td>
<td>Student Confidence</td>
</tr>
</tbody>
</table>

**Obstacles or Barriers**

<table>
<thead>
<tr>
<th>Possible obstacles or barriers that I may experience....</th>
<th>Differentiating ways for Students to share their voice.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What will I do when I run into an obstacle or a barrier?</th>
<th>Talk to my PLC team, reach out to exemplar teachers</th>
</tr>
</thead>
</table>

**Set Goal Levels (could vary on time, quantity, quality, etc.)**

<table>
<thead>
<tr>
<th>At the end of/By .....(Time Period)</th>
<th>1st Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will learn how to/will be able to.....</td>
<td>Embed student voice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In order to.......</th>
<th>Create a student - centered classroom where student voice is valued</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>As measured by ......(evidence of student outcome)</th>
<th>Student work, classroom walls, SeeSaw, participation, posted questions</th>
</tr>
</thead>
</table>

**How will instruction need to be DIFFERENT?**

<table>
<thead>
<tr>
<th>In order to achieve this goal, I will do MORE...</th>
<th>Students talking, students asking questions, student ?s driving instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student work on the walls, PROCESS vs. final product</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In order to achieve this goal, I will do LESS...</th>
<th>My voice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control</td>
</tr>
</tbody>
</table>

| In order to achieve this goal, I need to BE someone who is... | A listener, an observer, coach/guide |
### Moving Forward (e.g. things, people, personal qualities, finance, etc.)

<table>
<thead>
<tr>
<th>Resources available</th>
<th>Visible Learning &amp; Visible Thinking Resources, The Curious Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources I need (ideally)</td>
<td></td>
</tr>
</tbody>
</table>

### Taking ACTION

*Bring evidence of this work to EOY Summative Conference*

| Three short-term action items that move me closer to my goal | 1. Try one new visible learning/visible thinking strategy each week  
2. Post ALL student thinking and work  
3. Listen to Students collaborate and take notes |
|-------------------------------------------------------------|------------------------------------------------------------------|
| Three longer-term action items that move me closer to my goal | 1. Learn more about Documentation of Learning  
2. Create a Documentation of Learning display with photos, student captions & explanations, with an emphasis on process  
3. Allow space for S voice as part of the classroom culture. |

**My Goal:** Allow the space for Students to have a voice as part of my daily instruction and classroom culture. When given the opportunity, 80% of students will post a Depth of Knowledge Level 3 or higher question to all weekly visible learning documentation by the end of 1st semester.
Appendix D

Hamilton Southeastern Schools
Professional Improvement Plan
(attach to teacher file)

<table>
<thead>
<tr>
<th>Name:</th>
<th>School Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Building Assignment:</td>
</tr>
</tbody>
</table>

The Improvement Plan may be developed by the principal or it may be jointly developed by the teacher and principal. In either case, the discussion of the plan is the key part of the evaluation process.

A. List the specific area(s) addressed by this improvement plan. An Improvement Plan may be used in areas of strengths and weaknesses.

B. List recommended professional development to be provided and/or arranged by administration.

C. How will success be measured?

_______________________________________
Staff Member (signature)

_______________________________________
Administrator (signature)
Appendix E

### HOW TO CALCULATE A-F SCHOOL GRADES

**DOMAINS**

- Each domain is issued a score between 0.00 and 100.0 points
- The scores for each domain are weighted to determine a school's **TOTAL** score.
- The total score is the sum of the 3 scores after they have been weighted.

**Calculating the Final Score**

- Performance: (Score x Weight)
- Growth: + (Score x Weight)
- Multiple Measures: + (Score x Weight)

**Final Score**

A final grade will be given to each school based on their final score using the following scale:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0 – 90.0</td>
<td>89.9 – 80.0</td>
<td>79.9 – 70.0</td>
<td>69.9 – 60.0</td>
<td>59.9 – 0.00</td>
<td></td>
</tr>
</tbody>
</table>

**WEIGHTS OF EACH DOMAIN**

The overall weights of each domain in a final grade depend upon which domains may be calculated for each school. **Example:** If a school does not have data to calculate the multiple measures domain but does have data to calculate the performance and growth domains then its final grade will be based on the performance domain (50% of final grade score) and the growth domain (50% of final grade score).

<table>
<thead>
<tr>
<th></th>
<th>PERFORMANCE WEIGHT</th>
<th>GROWTH WEIGHT</th>
<th>MULTIPLE MEASURES WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth Only</td>
<td>0</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Performance Only</td>
<td>100</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Multiple Measures Only</td>
<td>50</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>Performance &amp; Growth Only</td>
<td>40</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>Performance, Growth &amp; Measures</td>
<td>20</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>

**PERFORMANCE DOMAIN**
Performance utilizes current data points to calculate scores. Subject area indicator scores are weighted equally to yield the final score. Applies to grade levels 03 – 10.

**English/Language Arts Indicator Score:**

\[
\text{# students passing assessment} \times \frac{\text{# students taking assessment}}{\text{# students required to participate}}
\]

**Mathematics Indicator Score:**

\[
\text{# students passing assessment} \times \frac{\text{# students taking assessment}}{\text{# students required to participate}}
\]

*If participation rate is ≥ 95%, then participation rate = 100%

**MULTIPLE MEASURES DOMAIN**
Multiple Measures utilize prior year cohort to calculate scores. Indicator scores are weighted equally to yield the final score. Applies to graduates.

**Graduation Indicator Score:**

\[
\frac{\text{# graduates in cohort}}{\text{# students in cohort}} + \frac{\text{# 5 year grad in previous cohort}}{\text{# students in previous cohort}}
\]

**College & Career Readiness Indicator Score:**

\[
\frac{\text{# Passed} \times \text{# Dual College} \times \text{# Industry} \times \text{# Exam} \times \text{# Exam Credits} \times \text{Certification} \times \text{Goal Factor}}{\text{Total # of Cohort Graduates}}
\]

*Students may only count once toward the CCR indicator score

**GROWTH DOMAIN**
Growth utilizes current and previous year data to calculate scores. Subject area indicator scores are calculated based on the average of the top 75% and bottom 25% scores for each subject area. Subject area indicator scores are weighted equally to yield the final score. Applies to grade levels 04 – 10 and 12.

**English/Language Arts & Mathematics Growth Indicator Scores**
(repeated for each indicator):

Top 75% Student Subgroup Growth:

\[
\frac{\text{sum of observed growth points per student}}{\text{# students receiving observed growth points}} \times 0.5 + \text{bottom 25% student subgroup growth}
\]

**Bottom 25% Student Subgroup Growth:**

\[
\frac{\text{sum of observed growth points per student}}{\text{# students receiving observed growth points}} \times 0.5 + \text{tenth to graduation improvement (if available)}
\]

Tenth to Graduation Improvement (if available):

\[
\left(\frac{\text{% passing graduation exam by end of 12th grade} - \text{% passing graduation exam in 10th grade}}{10}\right) \times 10
\]

*Observed growth points are determined for each student using the growth to proficiency table