

**IPS TEACHER EVALUATION & DEVELOPMENT**  
**GUIDEBOOK**  
2021-2022

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## GUIDELINES FOR TEACHER PERFORMANCE EVALUATIONS

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

### IPS CORE COMMITMENTS & BELIEFS

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

### VISION STATEMENT FOR IPS TEACHER EVALUATIONS

*THE PURPOSE OF THE IPS EDUCATOR EVALUATION SYSTEM IS TO DEFINE AND FACILITATE GREAT TEACHING AND LEARNING.*

### BELIEF STATEMENTS

**We believe the IPS Educator Evaluation System must:**

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

### GENERAL PROVISIONS

- All evaluation requirements outlined within the IPS Teacher Evaluation & Development Guidebook are applicable to both in-person and virtual classrooms, unless explicitly differentiated.
- All teachers shall be evaluated annually and provided growth opportunities throughout the year.
- All teachers will be assigned a primary evaluator and a secondary evaluator, though any administrator can do an observation.
- A teacher who is an IEA member may be afforded Association representation if they so choose during the evaluation process.
- Modifications to these guidelines will be discussed with teacher representation per IC: 20-29-6-7. The Teacher Evaluation and Development Steering Committee will meet annually (at a minimum) for the sole purpose of evaluating teacher evaluation and development of guidelines and procedures. Additional revisions will take place as necessary and at the request of either teacher representation or administration. Information on this plan will be kept in Standards for Success (SFS) and any changes to the plan will be communicated via email and reflected in the latest version on SFS.

### Observer Qualifications and Training

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

## TEACHER PERFORMANCE COMPONENTS

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

The Danielson Performance Rubric serves as the basis for the evaluation and development process and illustrates the benchmark for good instruction and professional practice for all teachers throughout the year. SFS serves as the tool for documentation of the evaluation process ([see Appendix B](#)). The domains measured include:

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

Evaluators will observe and provide feedback based upon these domains throughout the year. A performance indicator or score will be assigned for each domain at the end of the year. This score will be based on all evidence collected throughout the year. **Evaluators will not average scores, but will look for growth over time and trends across the year.** While most staff will use the Teaching Rubric, special roles will use:

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

Lastly, measures that inform performance will be included, in addition to observations. These additional measures include a Professional Growth Goal, Focused Initiative and Standardized Measure; [Refer to Appendix A: Additional Performance Measures](#) for greater details. Standardized Measures for certified staff are further explained in the [Standardized Assessment Guidebook](#); this includes the assessment each subject-area staff member will use as his/her Standardized Measure, as well as a rubric to indicate the target growth and performance for students.

All certified evaluations include the multiple measures below — as required by law — at the same percentages, with a few exceptions. These exceptions typically include unique special education roles, psychologists, district coaches, etc. [Refer to Appendix D: Teacher Groups](#) for additional details.

- In IPS, certified staff are grouped based on role; most teachers fall within Group 1. Exception roles are in Groups 2, 3, 4, and 6. [Refer to Appendix E: Detail for Teacher Groups 2 & 6](#) for additional details.

## TEACHER PERFORMANCE EXPECTATIONS

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

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

Standardized Measure & Goals			Highly Effective	Effective	Improvement Necessary	Ineffective
Goals	Personal Growth Goal	10%	4	3	2	1
	School Accountability Metrics*	10%	4-3.5	3.49-2.5	2.49-1.75	1.74-0
	Focused Initiative	10%	4	3	2	1
	Standardized Measure	20%	4	3	2	1
<b>STANDARDIZED MEASURE &amp; GOALS SCORE =</b>						

## TEACHER RATING CALCULATIONS

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

	Score	Weight	Weighted Score
Domain I		x .10	
Domain II		x .40	
Domain III		x .40	
Domain IV		x .10	
<b>(TOTAL) x.50 =</b>			<b>Weighted Score</b>
Standardized Measure		x .20	
Focused Initiative		x .10	
School Accountability Metrics*		x .10	
Professional Growth Goal		x .10	
<b>TOTAL =</b>			

\* School Accountability Metrics have been removed for SY21.22. [Refer to the School Accountability Metrics section](#) for additional details.

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

### Novice Teachers (First Year Teaching)

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

## ADDITIONAL TEACHER RATING CALCULATIONS

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

### Less Than 120-Day or Non-Qualifying Evaluation

This evaluation provides development support to teachers who are not present the entire year (i.e., late hires or out on leave for an extended part of the year, resulting in less than 120 work days). Teachers will receive a final rating based on rubric scores only and will not receive additional compensation due to this final rating. Staff hired after November 11, 2021 will be placed in Group 4 upon hire. School leaders will notify the [Professional Learning Team](#) of staff out on extended leave that should be moved to Group 4. [Refer to the Designation Through Rubric Only section](#) for greater detail.

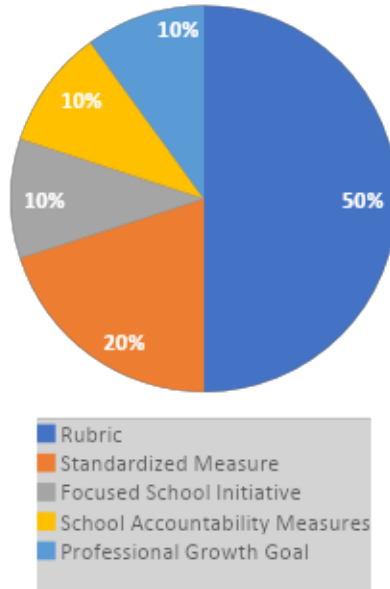
	Score	Weight	Weighted Score
Domain I		x .10	
Domain II		x .40	
Domain III		x .40	
Domain IV		x .10	
<b>TOTAL =</b>			

OVERALL SUMMATIVE RATING

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

**Table 1: Group 1 Weights and Measures**

### Weights & Measures



## EVALUATIVE EVIDENCE & REQUIREMENTS

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

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

### OBSERVATIONS

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

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

Fall Semester*	Spring Semester*
September 10 October 29 December 17	February 4 March 25 May 13

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

### LONG OBSERVATION

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

- **Requirement:** Feedback is to be shared after each long observation, at a minimum. Teachers should receive feedback within three (3) days of the long observation. All feedback should be documented by the evaluator within SFS.

### MINI OBSERVATION

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

- **Requirement:** Teachers receive at least five (5) mini observations throughout the year; three (3) for the Fall semester and two (2) for the Spring semester - but more are recommended. All feedback should be documented by the evaluator within SFS.

### WALK-THROUGHS

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

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

### CONFERENCE

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



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

Fall Semester*	Spring Semester*
Goals Setting Conference (Sept 24) October 1 December 17	March 4 May 13 Summative Debrief (May 20)

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

## ARTIFACTS

Evidence submissions for Danielson Rubric indicators that are difficult to observe. The submission of artifacts helps illustrate the teacher's ability to affect good instruction for indicators not easily seen during an observation. **Note:** Artifacts are not a requirement for teachers on the Novice Teacher Rubric. *Refer to Appendix C: Novice Teacher Rubric for further details.*

- **Requirement:** Teachers must submit artifacts for each indicator within Domains I and IV. An artifact can be used for more than one indicator. Teachers are encouraged to submit artifacts that pertain to various indicators, rather than a single artifact for each indicator within Domains I and IV. There is no minimum artifact requirement. However, of the artifacts submitted, please limit the total to no more than 12 artifacts.
  - The evaluator will review and approve (or disapprove) the teacher's self-rated artifacts.
- **Optional:** Teachers may submit artifacts for indicators in Domains II and III for the evaluator's consideration when determining a final summative rating. No more than two (2) total artifacts may be submitted.

## FEEDBACK

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

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

## EVIDENCE OF OVERALL GROWTH FOR SUMMATIVE EVALUATIONS

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

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

## TEACHER EVALUATION PROCESS & OVERVIEW

The Teacher Evaluation & Development guidebook provides guidance, sets expectations and outlines the necessary requirements for a comprehensive summative evaluation rating; expectations for both teachers and evaluators are outlined throughout. It is the responsibility of the teacher and the evaluator to ensure all required components of the evaluation are completed in accordance with the guidance provided. Incomplete components, by either party, may result in an evaluation that is finalized as *Incomplete*. Incomplete summative evaluations may have implications related to compensation and/or federal grant awards (Teacher Appreciation Grant).

ACTION	DESCRIPTION	DEADLINES
<b>Evaluation Process Review/Training</b>	<p>&lt;NEW&gt; All certified teaching staff will receive an initial evaluation training through the IPS Learning Portal. The training will review the evaluation rubric, process and expectations for the new school year as well as Standard for Success (SFS).</p> <p>Staff will be required to complete the training assignment by the close of the first few weeks of the 21.22 school year.</p>	<b>September 3</b>
<b>Teacher Goals Entered into Standard for Success</b>	<p>Teachers will enter their applicable goals into SFS for evaluator review and approval prior to a goal-setting conference. <i>Refer to Appendix A for guidance.</i></p> <ul style="list-style-type: none"> <li><b>Note:</b> Staff members hired after September 3, but prior to November 12, all required goals should be set and entered in Standard for Success. Staff hired after November 11, will be in Group 4 and only evaluated on the Danielson Rubric.</li> </ul>	<b>September 3</b>
<b>Initial Goal-Setting Conference</b>	<p>Fall meeting with teacher and evaluator to ensure evaluation process and measures (Focused Initiative and Standardized Measure) are discussed, and the teacher has an opportunity to receive feedback on their Professional Growth Goal. <i>Refer to Appendix A for guidance.</i> Goals are entered and approved in SFS as evidence of the meeting.</p> <ul style="list-style-type: none"> <li><b>Note:</b> If staff members are hired after September 24, but prior to November 12, a goal-setting conference and related goals should be set. Staff hired after November 11, the team member will be in Group 4 and only evaluated on the Danielson Rubric.</li> </ul>	<b>September 24</b> <i>Evaluators review &amp; approve goals and hold conferences with staff.</i>
<b>Observations</b>	<p>A combination of six (6) observations will be completed throughout the school year; three (3) for the Fall semester (three minis) and three (3) for the Spring semester (one long and two minis). Observations must be completed each semester by the listed deadlines.</p> <p>-----</p> <p><b>Mini-Observations:</b> Five (5) observations (three for Fall semester and two in the Spring, at least two weeks apart). The evaluator will hold a debrief conversation with any teacher struggling in a domain. A teacher may also request a debrief discussion.</p> <p><b>Long Observations:</b> One (1) observation during the Spring semester. An in-person observation debrief conversation is held after the long-observation.</p>	<p>Fall Semester <b>September 10</b> <b>October 29</b> <b>December 17</b></p>
		<p>Spring Semester <b>February 4</b> <b>March 25</b> <b>May 13</b></p>
<b>Conferences</b>	<p>Two conferences must be completed each semester by the listed deadlines. Conferences are held with staff in roles deemed 'not easily observable,' in lieu of observations. <i>Reference the Evaluative Evidence section for a full list.</i></p>	<p>Fall Semester <b>October 1</b> <b>December 17</b></p>
		<p>Spring Semester <b>March 4</b> <b>May 13</b></p>
<b>Artifacts Submitted</b>	<p>Teachers submit artifacts to illustrate effectiveness for indicators that are difficult to observe. Teachers are required to submit artifacts as evidence for indicators within Domains I and IV. <i>For more information, see the Evaluative Evidence section.</i></p> <ul style="list-style-type: none"> <li><b>Note:</b> Artifacts are not required for staff on the Novice Teacher Rubric.</li> </ul>	<b>May 6</b>
<b>Teacher Goals Updated</b>	<p><b>Professional Growth Goal:</b> Teachers submit applicable data/evidence of effectiveness/achievement of their goal.</p> <p><b>Standardized Measure:</b> Teachers submit the applicable growth tracker with student data. Growth Tracker templates can be found <a href="#">here</a> and in SFS under the 'Docs/Links' tab.</p>	<b>May 6</b>
<b>Preliminary Summative Debrief</b>	<p>Spring meeting to discuss cumulative evidence of growth, outcomes of school and Professional Growth Goals and overall EER rating.</p>	<b>May 20</b>

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

## INITIAL GOAL-SETTING CONFERENCE

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

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

- Ask clarifying questions regarding the evaluation process and expectations for the year/
- Define your **Professional Growth Goal** and share it with your evaluator for review. [Refer to Appendix A: Additional Performance Measures \(Guidance & Scoring\)](#).
- Communicate your expectations for support from your primary evaluator.
- Ensure SFS is set up correctly with an accurate rubric and group for your position.
- Enter all applicable goals in SFS as evidence of the meeting.

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

- Review the evaluation process and expectations for the year.
- Discuss the applicable goals; [Refer to Appendix A: Additional Performance Measures \(Guidance & Scoring\)](#).
  - **Focused Initiative** (School, Program or Department) and share the **School Accountability Metrics** for the year, when relevant.
  - **Professional Growth Goal**.
- Ensure SFS is set up correctly with an accurate rubric and group for the teacher's position.
- Review and approve teacher's goals in SFS; this will serve as evidence of the meeting.
- When applicable, Growth Plans and Performance Improvement Plans are established. *Refer to the Growth Plan Performance Improvement Plans sections below.*

## OBSERVATION DEBRIEF

This in-person conversation is to be held after each long-observation. The evaluator may provide verbal feedback in addition to written feedback. Teachers will also have access to all observations (mini and long), a copy of the observation with the evaluator's comments, and observation notes on SFS within three days after the observation.

At the in-person verbal debrief, the teacher and evaluator will:

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

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

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### PERFORMANCE IMPROVEMENT PLANS

If a teacher showed a significant lack of proficiency the previous school year and received a summative rating of *Ineffective* or *Improvement Necessary*, the administrator and teacher will discuss and develop a Performance Improvement Plan (PIP) during the Initial Goal-Setting Conference. [Refer to the Performance Improvement Plan section for additional guidance.](#)

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### GROWTH PLANS

If during the debrief it is determined that there is a significant lack of proficiency in any domain area or specific teacher performance expectations have been rated as *Improvement Necessary* or *Ineffective*, then the administrator will schedule

an additional meeting with the teacher to develop a growth plan in SFS. **Note:** A teacher can request representation at this meeting to help develop the plan if the teacher is a member of IEA.

This plan will document and implement the following:

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

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

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#### COMPLETION OF GROWTH PLAN

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

## PERFORMANCE IMPROVEMENT PLANS

If a teacher shows a significant lack of proficiency from the previous year with a summative rating of *Ineffective* or *Improvement Necessary*, an administrator and teacher will discuss and develop a Performance Improvement Plan (PIP) in SFS. Performance Improvement Plans should be developed during the Goal-Setting Conference at the beginning of the school year.

### The Performance Improvement Plan will:

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

**Note:** Teachers who are members of IEA can request representation at this meeting to help develop the performance plan.

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### CARRYING OUT THE PIP

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

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

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

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### NON-RENEWAL RECOMMENDATION

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

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

## PRELIMINARY (SPRING) SUMMATIVE DEBRIEF

The primary evaluator will schedule an End-of-Year Debrief conversation with all teachers to discuss summative results (refer to the [Teacher Evaluation Process and Overview section](#)).

### The debrief conversation will include

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

### TEACHER SUBMISSIONS OF STUDENT ACHIEVEMENT

Prior to the preliminary summative debrief, teachers are to submit their data/documentation of student achievement, as outlined in this guidance and the [Standardized Assessment Guidebook](#).

Prior to submitting scores for standardized measures, teachers must acknowledge that all protocols and expectations were followed with respect to assessment security, integrity and honesty in reporting student information. Should it be determined that expected protocols were not followed, the teacher shall receive a score of "0" for the appropriate Standardized Measure.

### IMPROVEMENT NECESSARY OR INEFFECTIVE FINAL RATING

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

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

### FINALIZING

If all required data is available for a final summative score, the evaluator may finalize evaluations in SFS and share all data. All information, including Individual Performance Indicator scores, comments and available Student Achievement and Growth Measure scores will be accessible through SFS ([see Appendix B](#)). *More specific information on the finalization process will be shared with evaluators in late Spring.*

## NEGATIVE IMPACT ON STUDENT LEARNING

IC 20-28-11.4-4 (c) (4) and (6) requires that the following provision be included in each school district's teacher evaluation plan: *A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.*

**Negative impact on student learning will be determined by the following:**

- **Teachers Receiving Growth Measure Data from IDOE (Classroom Teachers Grades 4–8 ELA and Mathematics):** *Negative Impact* is characterized by a significant decrease in student achievement and a significantly low level of student growth. If a teacher's ILEARN Individual Growth Model (IGM) score is a 1, then the teacher will be determined to have a *Negative Impact on Student Learning*. If there is a determination of *Negative Impact*, and the teacher's combined rubric and student achievement and growth summative level is *Effective* or *Highly Effective*, the summative level will be reduced to no higher than *Improvement Necessary*.
- **All Other Teachers:** If a teacher scores a 1 (*Ineffective*) on his/her Standardized Measure, then the teacher shall be determined to have a *Negative Impact on Student Learning*. If there is a determination of *Negative Impact*, and the teacher's combined rubric and student achievement and growth summative level is *Effective* or *Highly Effective*, the summative level will be reduced to no higher than *Improvement Necessary*.

### NOTIFICATION OF PARENTS IF STUDENT IS ASSIGNED TO A TEACHER WITH AN INEFFECTIVE RATING

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

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

## DESIGNATION THROUGH RUBRIC ONLY

### QUALIFYING EVALUATION

#### Number of Teacher Days Required for a Qualifying Evaluation

A Qualifying Evaluation refers to an evaluation of a teacher who has attended a minimum number of days required for the evaluation (120 days) to be considered for any additional compensation resulting from the collective bargaining process. Staff hired after November 11, 2021 will be evaluated as 'rubric only' (Group 4).

#### Unplanned Leave

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

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

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

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

### NONRENEWAL/CANCELLATION OF CONTRACT

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



## APPENDIX A: ADDITIONAL PERFORMANCE MEASURES (GUIDANCE & SCORING)

### FOCUSED INITIATIVES (SCHOOL, PROGRAM OR DEPARTMENT)

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

#### Criteria for Focused School/Department/Program Initiative\*

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

*\*Applicable to staff in Group 2: If you serve multiple buildings, your supervisor will develop the appropriate Focused Initiative.*

#### Examples:

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

### SCORING

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

### PROFESSIONAL GROWTH GOAL

#### Criteria for Professional Growth Goal

- Developed by the teacher.
  - If staff members are hired after September 3, but prior to November 12, a goal-setting conference and related goals should be set.
  - If staff are hired after November 11, the team member will be in Group 4 and only evaluated on the Danielson Rubric.
- Focused on enhancing their skills/ability to be successful in their role and/or building.
  - Examples include: skill identified in observation feedback, rubric component, based on district focused professional development, classroom culture, peer collaboration, leadership development, parent engagement, etc.
- In alignment with the school plan.
- Is rigorous and based on data; **follows the SMART Goals format.**
- Impacts classroom effectiveness.
- Goal and evidence required (such as attendance sheets, data, etc.).
- Goal completed by review deadline; refer to [Teacher Evaluation Overview section](#).

#### Examples:

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

## UPDATING INFORMATION AND SCORING

At the end of the year (refer to [the deadlines outlined in the Teacher Evaluation Process & Overview section](#)), teachers must submit evidence (within SFS) of their progress toward meeting their Professional Growth Goal. Evaluators will review and score, based on the evidence submitted by the teacher.

### Rubric Used to Assess Professional Growth Goal

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

## SCHOOL ACCOUNTABILITY METRICS

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

For SY21.22, the School Accountability Metrics will not be included in the summative rating. The standard weight (10%) of the School Accountability Metrics has been evenly redistributed to other remaining measures, within each applicable Teacher Group; [Refer to Appendix D: Teacher Groups](#). See table below for updated summative evaluation rating calculations.

	Score	Weight	SY21.22 Weights	Weighted Score
Domain I		x .10	x .10	
Domain II		x .40	x .40	
Domain III		x .40	x .40	
Domain IV		x .10	x .10	
		<b>(TOTAL) x.50 =</b>	<b>(TOTAL) x .525 =</b>	<b>Weighted Score</b>
Standardized Measure		x .20	x .225	
Focused Initiative		x .10	x .125	
School Accountability Metrics		x .10	N/A	
Professional Growth Goal		x .10	x .125	
		<b>TOTAL =</b>		

The School Accountability Metrics will be revised for the 22.23SY to create better vertical alignment with the district scorecard and have the opportunity to increase alignment to state and federal accountability.

## STANDARDIZED MEASURES

See [Standardized Assessment Guidebook](#) for all guidance and information.

## APPENDIX B: STANDARD FOR SUCCESS

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

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

**All staff can access the following on SFS:**

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

## APPENDIX C: NOVICE TEACHER RUBRIC

### NOVICE TEACHERS (FIRST-YEAR TEACHING)

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

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

#### Domain II: Classroom Environment

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

#### Domain III: Instruction

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

### NOVICE TEACHER RATING CALCULATIONS

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

	Score	Weight	
<b>Domain II</b>			
<ul style="list-style-type: none"> <li>• II-a: Creating an Environment of Respect &amp; Rapport</li> <li>• II-c: Managing Classroom Procedures</li> <li>• II-d: Managing Student Behavior</li> </ul>		x .50	
<b>Domain III</b>			
<ul style="list-style-type: none"> <li>• III-a: Communicating with Students</li> <li>• III-c: Engaging Students in Learning</li> <li>• III-d: Using Assessment in Instruction</li> </ul>		x .50	
		<b>(TOTAL) x.50 =</b>	
Standardized Measure		x .20	
Focused Initiative		x .10	
School Accountability Metrics		x .10	
Professional Growth Goal		x .10	
		<b>TOTAL =</b>	

### ARTIFACTS

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

## APPENDIX D: TEACHER GROUPS

<b>Group 1: Most Classroom Teachers, Building Instructional Coaches, Social Workers, Counselors, Graduation Coaches,</b>			
<b>Rubric</b>	<b>Professional Growth Goal</b>	<b>Focused School Initiative</b>	<b>Standardized Measure</b>
52.5%	12.5%	12.5%	22.5%

\* For SY21.22 School Accountability Metrics have been removed and the previous weight (10%) has been evenly redistributed across remaining measures. Refer to the [School Accountability Metrics](#) section for additional details.

<b>Group 2: PYC, Nonpublic, Life Skills, Arches, SLP/OT/PT, SPED Specialists, SPED Behavioral Specialists, District Content Coaches, Psych, Alt Ed, Newcomer, Central Compliance Monitors, Nurses</b>		
<b>Rubric</b>	<b>Professional Growth Goal</b>	<b>Focused Department/Program/School Initiative</b> <i>See page 17 for details.</i>
50%	10%	40%

<b>Group 3: Multi-Classroom Leaders (MCLs) and Expanded Impact Teachers (EITs)*</b>		
<b>Rubric</b>	<b>Professional Growth Goal</b>	<b>Standardized Measure</b>
53.3%	13.4%	33.3%

\* For SY21.22 School Accountability Metrics have been removed and the previous weight (10%) has been evenly redistributed across remaining measures. Refer to the [School Accountability Metrics](#) section for additional details.

\* MCLs will be evaluated on the revised Instructional Coach rubric.

\* Expanded Impact Teachers will utilize the Teacher Effectiveness rubric.

<b>Group 4: Less than 120-day Teacher*</b>	
<b>Rubric</b>	
	100%

\* Applicable to teachers hired after November 11, 2021.

<b>Group 5: Administrators</b>	
<b>Rubric</b>	
	100%

<b>Group 6: Francis Bellamy, Nonpublic Title, Innovation Teachers*</b>			
<b>Rubric</b>	<b>Professional Growth Goal</b>	<b>Focused School/Program Initiative</b>	<b>Standardized Measure</b>
50%	10%	20%	20%

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

## APPENDIX E: DETAILS OF TEACHER GROUP 2 & 6

Detailed Examples	Group 2
Programs for Young Children (PYC)	Rubric 50%, Professional Growth Goal 10%, PYC Program Initiative 40%
SPED Nonpublic Services	Rubric 50%, Professional Growth Goal 10%, SPED Nonpublic Service Initiative 40%
SPLs, Deaf, Blind, PT, OI, OT	Rubric 50%, Professional Growth Goal 10%, Program Initiative 40%
Life Skills, Arches, AU, ED SPED Special Program Teachers	Rubric 50%, Professional Growth Goal 10%, Program Initiative 40%
Psychologists	Rubric 50%, Professional Growth Goal 10%, Program Initiative 40%
SPED Specialists at Multiple Schools	Rubric 50%, Professional Growth Goal 10%, SPED Department Initiative 40%
District Content/ESL Coaches	Rubric 50%, Professional Growth Goal 10%, C&I Department Initiative 40%
Alternative Education Programs	Rubric 50%, Professional Growth Goal 10%, Program Initiative 40%
Newcomer Program	Rubric 50%, Professional Growth Goal 10%, Newcomer Program Initiative 40%
Detailed Examples	Group 6
Nonpublic Title Teachers	Rubric 50%, Professional Growth Goal 10%, Standardized Measure 20%, Nonpublic Title Program Initiative 20%
Francis Bellamy Preschool Teachers	Rubric 50%, Professional Growth Goal 10%, Standardized Measure 20%, Focused School Initiative 20%
Innovation Teachers	Rubric 50%, Professional Growth Goal 10%, Standardized Measure 20%, Innovation School Initiative 20%

## APPENDIX F: MULTI-CLASSROOM & EXPANDED IMPACT TEACHER EVALUATION GUIDANCE

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

### PROFESSIONAL GROWTH GOAL

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

### OBSERVATIONS

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

#### FULL RELEASE MCLS

- Full Release MCLs are evaluated on the Coach Rubric (50%).
- Long-Observations (1 per semester): Coaching debrief.
- Mini-Observations (2 per semester): Short group instruction, team meeting/planning, PLC led by MCL, co-teaching or lesson model.
  - **NOTE:** For the Fall 2021 semester, only one mini and one long observation are required. For the Spring 2022 semester, one long and two mini observations are required.

#### PARTIAL RELEASE MCLS

- Partial Release MCLs are evaluated on a combination of the Coaching Rubric (50%) and the Teacher Rubric (50%)
  - EITs are evaluated solely on the Teaching Rubric.
- Long-Observation (1 per semester): Classroom observation.
- Mini-Observations (2 per semester): Coaching debrief conversation, team meeting/planning, PLC led by MCL, co-teaching or lesson modeling.
  - **NOTE:** For the Fall 2021 semester, only one mini and one long observation are required. For the Spring 2022 semester, one long and two mini observations are required.

#### EXPANDED IMPACT TEACHERS

EITs will follow the observation guidance outlined under the [Evaluation Evidence & Requirements section](#) of the guidebook.

### CONDITIONAL GROWTH DATA

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

## APPENDIX G: EVALUATION GUIDANCE FOR INNOVATION SCHOOLS/TEACHERS

**Main Objective(s):**

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

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



## APPENDIX H: DISTRICT ASSESSMENT STANDARDIZED MEASURE (PRE & POST-TEST)

Links to Pre & Post-Test assessments can be found in Schoology. Growth trackers are located under the Docs/Links tab in [Standard for Success](#).

<b>Standardized Measure</b>	<b>Timeframe</b>
First Semester Pre-tests available in Schoology	Coming Soon!
<b>First Semester Pre-tests Administered</b>	<b>August 30</b>
First Semester Post-tests available in Schoology	Available Now!
<b>Second Semester Pre-tests available in Schoology</b>	<b>Coming Soon!</b>
Second Semester/Year-long Post-tests available in Schoology	Coming Soon!