

The Administrative Observer

Indiana Teacher Effectiveness Rubric Template Library Illustrations

The content of the Indiana Teacher Effectiveness Rubric is a great fit for use in ***The Administrative Observer***. This template library will illustrate some possibilities.

All templates in the Indiana Template Library can be modified as needed. The links below illustrate possible uses (1) in a comprehensive format using all domains and (2) in a more focused format using a single domain for a walkthrough observation. A variety of output styles are available with no additional formatting.

Document Illustrated
Indiana Comprehensive Template
Indiana Walkthrough – Domain #1
Indiana Walkthrough – Domain #2, Part 1
Indiana Walkthrough – Domain #2, Part 2
Indiana Walkthrough – Domain #3

It is important to review and approve the language prior to first use to ensure it is a good match for your intended use and is consistent with all policies in effect in your district.

This template library is based on the Indiana Teacher Effectiveness Rubric draft dated June, 2011. It is important to note that Indiana does not require its schools to use that language, and that a final draft may be forthcoming.

No Compromises!!

All observation documents created by The Administrative Observer can be tailored or customized to reflect your own individual preferences!

Indiana Teacher Effectiveness Rubric

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Teacher: Sally Jones

Date: 02/15/2014

Subject: Math

Time: 9:15 AM

Observer: Bill Craig

Comprehensive:

Domain 1: Purposeful Planning - Overall Rating 3

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress. Based on the collected a body of evidence representing this teacher's practice from throughout the year, my assessment regarding the indicators of purposeful planning are shown below.

Effective	The teacher utilizes assessment data to plan
Effective	The teacher sets ambitious and measurable achievement goals
Effective	The teacher develops standards-based unit plans and assessments
Effective	The teacher creates objective-driven lesson plans and assessments
Effective	The teacher tracks student data and analyzes progress

Domain 2: Effective Instruction - Overall Rating 3

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect. Based on the collected a body of evidence representing this teacher's practice from throughout the year, my assessment regarding the competencies of effective instruction are shown below.

Effective	The teacher tracks student data and analyzes progress
Effective	The teacher demonstrates and clearly communicate content knowledge to students
Effective	The teacher engages students in academic content
Highly Effective	The teacher checks for understanding
Effective	The teacher modifies instruction as needed
Effective	The teacher develops higher levels of understanding through rigorous instruction and work
Highly Effective	The teacher maximizes instructional time
Effective	The teacher creates a classroom culture of respect and collaboration
Effective	The teacher sets high expectations for academic success

Domain 3: Teacher Leadership - Overall Rating 3

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students. Based on the collected a body of evidence representing this teacher's practice from throughout the year, my assessment regarding the indicators of teacher leadership are shown below.

Effective	The teacher contributes to school culture
Highly Effective	The teacher collaborates with peers
Effective	The teacher seeks professional skills and knowledge
Effective	The teacher advocate for student success
Effective	The teacher engages families in student learning

Domain 4: Core Professionalism - Overall Rating 3

Based on the collected a body of evidence representing this teacher's practice from throughout the year, my assessment regarding the indicators of core professionalism are shown below.

- The teacher meets standards regarding attendance
- The teacher meets standards regarding on-time arrival
- The teacher meets standards regarding policies and procedures
- The teacher meets standards regarding respect

Roll-up of Domain Ratings

Domain 1 rating = 3 Multiply X 10% = 0.30

Domain 2 rating = 3 Multiply X 75% = 2.25

Domain 3 rating = 3 Multiply X 15% = 0.75

Sum of weighted ratings for domains 1,2,3 = 3.30

Final Weighted Rating for All Domains

If Domain 4 rating does not meet standards in all areas, subtract 1.0 from sum of weighted ratings above to yield final weighted rating.

FINAL WEIGHTED RATING = 3.30

Bill Craig
Principal

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

Date

Domain 1 Observation Summary

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Teacher: Sally Jones

Date: 02/15/2014

Subject: Math

Time: 4th Hour

Observer: Bill Craig

Domain 1:

Domain 1: Purposeful Planning

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Utilize Assessment Data to Plan

- Effective Achievement goals formulated using prior assessment data
- Effective Unit plans formulated using prior assessment data
- Effective Lesson plans formulated using prior assessment data

Set Ambitious and Measurable Achievement Goals

- Effective The teacher develops an annual student achievement goal that is measurable
- Effective The teacher develops an annual student achievement goal that is aligned to content standards
- Effective The teacher develops an annual student achievement goal that includes benchmarks
- Effective The teacher monitors learning and informs interventions throughout the year

Develop Standards-Based Unit Plans & Assessments

- Effective The teacher plans units by identifying content standards that students will master in each unit
- Effective The teacher plans units by creating assessments before each unit begins
- Effective The teacher plans units by allocating an appropriate amount of time for each unit

Create Objective-Driven Lesson Plans & Assessments

- Effective The teacher plans daily lessons by identifying lesson objectives aligned to state content standards
- Effective The teacher plans daily lessons by matching instructional strategies to lesson objectives
- Effective The teacher plans daily lessons by matching activities to the lesson objectives
- Effective The teacher plans daily lessons by matching assignments to the lesson objectives
- Effective The teacher designs formative assessments that measure progress towards mastery

Track Student Data and Analyze Progress

- Effective The teacher uses an effective data tracking system for recording student assessment data
- Effective The teacher uses an effective data tracking system for recording student progress
- Effective The teacher uses an effective data tracking system to analyze student progress towards mastery
- Effective The teacher uses an effective data tracking system to plan future lessons/units
- Effective The teacher uses a grading system aligned to student learning goals

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Domain 1 Rating for this visit

Domain 1 accounts for 10% of the weighted Teacher Effectiveness Rubric rating. Based on this observation alone, the rating for Domain 1 is Effective

Comments & Recommendations

Comments and recommendations from the administrator regarding would appear here.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

Date

Domain 2 Observation Summary (Part 1)

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Teacher: Sally Jones

Date: 02/15/2014

Subject: Math

Time: 3rd Hour

Observer: Bill Craig

Domain 2: Part 1

Domain 2: Effective Instruction

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Understanding & mastery of lesson objectives

Effective	Teacher is effective at developing student understanding and mastery of lesson objectives
Effective	Lesson objective is specific, measurable, and aligned to standards.
Effective	The lesson objective conveys what students are learning & what they will be able to do
Effective	Objective is written in a student-friendly manner and/or explained to students
Effective	Importance of the objective is explained so that students understand
Effective	Lesson builds on students' prior knowledge of key concepts & skills and makes this connection evident
Effective	Lesson is well-organized to move students towards mastery of the objective

Demonstrate and Communicate Content Knowledge

Effective	Teacher is effective at demonstrating and clearly communicating content knowledge to students
Effective	Teacher demonstrates content knowledge and delivers content that is factually correct
Effective	Content is clear, concise and well-organized
Effective	Teacher restates and rephrases instruction in multiple ways to increase understanding
Effective	Teacher emphasizes key points or main ideas in content
Effective	Teacher uses developmentally appropriate language and explanations
Effective	Teacher implements relevant instructional strategies learned via professional development

Engage students in academic content

Effective	Teacher is effective at engaging students in academic content
Effective	Three-fourths or more of students are actively engaged in content at all times & not off-task
Effective	Teacher provides multiple ways of engaging with content, all aligned to the lesson objective
Effective	Teacher sustains the attention of the class by maintaining a dynamic presence
Effective	Ways of engaging with content reflect different learning modalities or intelligences
Effective	Teacher adjusts lesson so that all students are engaged
Effective	ELL and IEP students have the appropriate accommodations to be engaged in content
Effective	Students work hard and are deeply active rather than passive/receptive

Check for Understanding

- Effective Teacher is effective at checking for understanding
- Effective Teacher checks for understanding at most key moments
- Effective Teacher checks for understanding & gets an accurate pulse of the class's understanding
- Effective Teacher gains enough information to modify the lesson and respond accordingly
- Effective Teacher uses a variety of methods to check for understanding
- Effective Teacher uses wait time effectively after posing a question and before helping students
- Effective Teacher doesn't allow students to "opt-out" of checks for understanding
- Effective Teacher cycles back to students who try to "opt-out" of checks for understanding
- Effective Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson
- Effective Teacher systematically assesses student mastery using formal or informal assessments

Modify Instruction As Needed

- Effective Teacher is effective at modifying instruction as needed
- Effective Teacher makes adjustments to instruction based on checks for understanding
- Effective Teacher differentiates delivery of instruction based on checks for understanding and assessment data
- Effective Teacher responds to misunderstandings with effective scaffolding techniques
- Effective Teacher does not give up, but addresses misunderstanding with different techniques

Domain 2 Rating for this visit

Domain 2 accounts for 75% of the weighted Teacher Effectiveness Rubric rating. Based on this observation alone, the rating for Domain 2 is Effective

Comments & Recommendations

Comments and recommendations from the administrator regarding would appear here.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

Date

Domain 2 Observation Summary (Part 2)

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Teacher: Sally Jones

Date: 02/15/2014

Subject: Math

Time: 6th Hour

Observer: Bill Craig

Domain 2: Part 2

Domain 2: Effective Instruction

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Higher Level Understanding / Rigorous Instruction

Effective	Teacher develops a higher level of understanding through rigorous instruction and work
Effective	Lesson is accessible and challenging to almost all students
Effective	Teacher frequently develops higher-level understanding through effective questioning
Effective	Lesson pushes most students forward due to differentiation of instruction
Effective	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning
Effective	Teacher shows patience & helps students work hard toward mastering the objective
Effective	Teacher shows patience & helps students to persist even when faced with difficult tasks

Maximize Instructional Time

Effective	Teacher is effective at maximizing instructional time
Effective	Students arrive on-time and are aware of the consequences of arriving late (unexcused)
Effective	Class starts on-time
Effective	Routines, transitions, and procedures are well-executed.
Effective	Students know what they are supposed to be doing and when with minimal prompting from the teacher
Effective	Students are only ever not engaged in meaningful work for brief periods of time
Effective	Teacher delegates time between parts of the lesson appropriately
Effective	Almost all students are on-task and follow instructions of teacher without much prompting
Effective	Disruptive behaviors and off-task conversations are rare
Effective	When disruptive behaviors occur, they are almost always addressed without major interruption to the lesson

Classroom Culture of Respect and Collaboration

Effective	Teacher is effective at creating a classroom culture of respect and collaboration
Effective	Students are respectful of their teacher and peers
Effective	Students are given opportunities to collaborate & support each other in the learning process
Effective	Teacher reinforces positive character and behavior
Effective	Teacher uses consequences appropriately to discourage negative behavior
Effective	Teacher has good rapport with students, showing genuine interest in their thoughts & opinions

Set High Expectations for Academic Success

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- Effective Teacher is effective at setting high expectations for academic success
- Effective Teacher sets high expectations for students of all levels
- Effective Students are invested in their work and value academic success
- Effective The classroom is a safe place to take on challenges and risk failure
- Effective Students do not feel shy about asking questions or bad about answering incorrectly
- Effective Teacher celebrates and displays high quality academic work

Domain 2 Rating for this visit

Domain 2 accounts for 75% of the weighted Teacher Effectiveness Rubric rating. Based on this observation alone, the rating for Domain 2 is Effective

Comments & Recommendations

Comments and recommendations from the administrator would appear here.

Bill Craig
Principal

Date

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Teacher

Date

Domain 3 Observation Summary

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Teacher: Sally Jones

Date: 02/15/2014

Subject: Math

Time: 5th Hour

Observer: Bill Craig

Domain 3: Part 2

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Contribute to School Culture

- Effective The teacher will contribute ideas and expertise to further the schools' mission and initiatives
- Effective The teacher will dedicate time efficiently, when needed, to helping students and peers outside of class

Collaborate with Peers

- Effective The teacher will seek out and participate in regular opportunities to work with and learn from others
- Effective The teacher will ask for assistance, when needed, and provide assistance to others in need

Seek Professional Skills and Knowledge

- Effective The teacher will actively pursue opportunities to improve knowledge and practice
- Effective The teacher will seek out ways to implement new practices into instruction, where applicable
- Effective The teacher will welcome constructive feedback to improve practices

Advocate for Student Success

- Effective The teacher will display commitment to the education of all his/her students
- Effective The teacher will attempt to remedy obstacles around student achievement
- Effective The teacher will advocate for students' individualized needs

Engage Families in Student Learning

- Effective The teacher will proactively reach out to parents in a variety of ways to engage them in student learning
- Effective The teacher will respond promptly to contact from parents
- Effective The teacher will engage in all forms of parent outreach required by the school

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Domain 3 Rating for this visit

Domain 3 accounts for 15% of the weighted Teacher Effectiveness Rubric rating. Based on this observation alone, the rating for Domain 3 is Effective

Comments & Recommendations

Comments and recommendations from the administrator would appear here.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

Date