



**Track I –  
YEARS one –  
three**

- Establish an agreed upon professional growth plan between administrator and teacher based on district and individual teacher needs
- Increase the frequency of visits but shorten the duration of time during a visit
- Incorporate more reflection
- Implement an abridged version of the initial rubric that parallels the work of the Indiana Department of Public Instruction (IDOE) and Charlotte Danielson.

**Track II – YEARS  
four - five**

- Work on Professional Growth Plan continues
- Teacher completes Final Narrative Report along with documentation how growth plan improved one of six areas of growth by March 1<sup>st</sup> of current academic year
- Post Conference initiates discussion regarding new growth plan between teacher and administrator that begins in April of fifth year

- Administrator and teacher meet during fall of year to discuss and review growth plan
- Walk-through by administration continues in all classrooms
- Teachers continue to reflect on individual lessons, providing documentation
- Prior to March 1<sup>st</sup> of current academic year, administrator and teachers meet to review, discuss and sign-off on teacher's growth plan.

**Educational Research:**

A foray of the educational literature about teacher evaluations acknowledges many pitfalls with the traditional evaluative process. An effective evaluative process can't be perceived by the administrator or educator as perfunctory, an exercise that must be completed simply because it is required to do so. The process is more likely to assist educators when that process encourages one to strive to learn all the time, whether it be for personal interest or professional advancement. That we learn is certainly significant. But even more important is the practice of learning itself.

Beginning and experience teachers have different needs and professional goals. Sergiovanni and Starratt (2007) suggest that the evaluative process has a higher degree of success when administrator and teacher have an agreed upon plan of professional growth. Danielson (2001) espouses a model that differentiates for administrators and educators alike those strands of performance that engender a sense of professionalism and good practice.

The educational research about the evaluative process offers to administrators and educators a variety of methods to accomplish continual growth – checklists, peer review and assistance, value-added, and mixed methods. Whatever the means used, a more effective process encompasses the suggestions offered by McGreal (1982) that encourages the administrator and educator to chart progress through specific and obtainable goals, and the recommendation offered by Sergiovanni and Starratt (2007) to provide a structure that enables reflective inquiry.

**Purpose:**

Administrators and teachers that embody the many schools within the Indiana District, Lutheran Church-Missouri Synod, continually strive to be excellent in preparation and performance. As we learn and grow together as a community of educators, the endeavor takes effort and due diligence by everybody.

**Design:**

From its inception, teaching has always been a complex process. Stronge (2002) ascribes the development of classroom management techniques, interpersonal skills, pedagogy, and content knowledge to effective teaching.

This proposed modification to the current instrument is comprised of six distinct parts, each interconnected and of equal importance. The construction of this resource seeks to foster a positive experience about observation and professional growth for administrator and teacher alike. Adjustments made paralleled the input obtained with the help of the committee, individual discussions with administrators, as well as the research conducted by Charlotte Danielson and others. The proposed shortened version seeks to make the implementation of the evaluative tool more efficient for administrator use, more concise for teacher understanding, and more effective in tracking student learning.

## **Strand I – Planning and Preparation**

The essence of effective teaching hinges on the teacher discussing, reflecting, questioning, and interpreting the observable data to make different and more effective decisions about their teaching. Planning and preparing can be defined as those practices that embody good classroom management techniques, employ instructional techniques that align with current educational research, and design lessons with a defined purpose in mind.

Birman, Desimone, Porter, and Garet (2000) acknowledge professional development takes place daily in the classroom. How effective or ineffective that lesson is centers on the design and delivery of information to students. Teachers who design their lessons with this in mind have a higher degree of certainty to impact student achievement

### **Benchmarks for Success...**

**Strives to be a continual learner of subject matter and pedagogical techniques**

**Creates a learning environment that addresses different student needs**

**Formulates and promulgates learner goals that align with instruction prior to teaching the lesson**

**Supplements the lesson with various learning activities**

**Uses a mix of formative and summative assessment techniques and instruments**

## **Strand II – The Classroom Environment**

Effective classroom management is integral for a successful learning environment. Meta-analysis studies on classroom management reveal gains in percentile scores and higher engagement rates for students when teachers employ appropriate management techniques as compared to those who do not (Marzano & Pickering, 2003). Effective teachers are those who put as much emphasis on the preparing and planning of classroom management routines and rules as with the design and instruction of the lesson.

### **Benchmarks for Success...**

**Creates a culture of mutual care and genuine concern**

**Creates a culture of order and predictability**

**Creates a culture for student learning**

### **Strand III – Instruction**

The research conducted by Marzano (2007) suggests there are gains in student percentile scores when teachers employ instructional and pedagogical strategies appropriately and at a student's ability level. Strands of professionalism differentiated for teachers and administrators alike by Danielson coupled with the analysis of synthesis studies regarding instructional strategies by Marzano (2007) does bring a degree of certainty for administrators and teachers alike on how to make the instructional process more effective.

**Engages students in various modalities of learning**

**Challenges students to develop higher levels of thinking**

**Adjusts instruction to meet the needs of students' interests, ability levels, and developmental stages**

**Creates and uses instructional rubrics to inform students what is expected**

**Assesses and tracks student mastery of content**

### **Strand IV – Professional Responsibilities**

It is the intent of any evaluative tool to accomplish growth in practice and professionalism. When administrators and teachers partner together when implementing an agreed plan of improvement, students benefit.

**Develops healthy and positive relationships with colleagues, parents, and students**

**Advocates for those effective instructional practices on a school-wide basis**

**Strand V – Integrating the Faith**

As a leader, the preferred kind of teacher-student relationship encouraged is one that accentuates the child’s gifts and abilities. The teacher makes an unwritten “covenant” with the family when they welcome the child into their classroom. Children are unique. Each child possesses a unique set of skills and qualities. Educators know children don’t all learn the same way or at the same time. They invest a goodly amount of time preparing the instructional content, as well as the approach. The classroom teacher exerts much effort and time to develop a personal relationship with each child. I like to refer to it as “shepherding their flock.”

**Shepherds and guides young adults and children through the proper application of Law and Gospel in issues of discipline**

**Takes an evangelistic mindset regarding congregational and school discipleship**

**Attends church regularly, partakes in Holy Communion, in daily devotions, Bible study and prayer often**

**Strand VI – Data Gathering**

Teacher decisions centered on data provide a basis to analyze and quantify student improvement. Administrators and teachers can use two different types of data: Walkthrough & Student Growth.

**Strand I – Planning and Preparation**

**Strives to be a continual learner of pedagogy and subject matter**

<b>Component</b>	<b>Marginal</b>	<b>Proficient</b>	<b>Commendable</b>	<b>Outstanding</b>
1a, Strives to remain educationally current regarding effective teaching.	Professional growth plan lacks purpose, specificity of need, consistent maintenance.	Professional growth plan is specific to need; however, lacks follow through and variety of professional growth resources.	Professional growth plan is specific to need and includes a variety of professional growth opportunities specific to content being taught.	Professional growth plan outlines an advanced degree or instructional plan for improvement in accordance with district and teacher need.

**Creates a learning environment that addresses different student needs**

<b>Component</b>	<b>Marginal</b>	<b>Proficient</b>	<b>Commendable</b>	<b>Outstanding</b>
2a. Are cognizant to the needs of students and adjusts instruction when necessary.	Adheres rigidly to one method of instruction, even when students occasionally engage in lesson.	Employs a variety of instructional methods (e.g., direct instruction, collaboration, Socratic teaching, Problem-based Learning, etc.), keeping student on-task throughout duration of lesson.	Adjusts lesson to accommodate students’ questions and interests, striving to accommodate those who have difficulty in learning.	Implements a learning style preference indicator assessing students’ learning style or creates a learning plan to adjust instruction to accommodate needs and ability levels of students.

Proposed Teacher Growth & Evaluative Plan Rubric  
Indiana District

<b>Component</b>	<b>Marginal</b>	<b>Proficient</b>	<b>Commendable</b>	<b>Outstanding</b>
2b. Implements a variety of activities that are appropriate for time allocations.	Engages students in learning activities that are unrealistic for the time allocations.	Engages students in learning activities that are realistic for the time allocations.	Engages students in various learning activities that are realistic for time allocations and involve a variety of learning modalities.	Engages students in learning activities that involve a variety of modalities and adjusted according to student and group needs.

Formulates and promulgates learner goals that align with instruction prior to teaching the lesson

<b>Component</b>	<b>Marginal</b>	<b>Proficient</b>	<b>Commendable</b>	<b>Outstanding</b>
3a. Implements daily plans that represent high expectations, critical thought, and an interconnection among different content areas.	Constructs daily plans that convey minimal expectations and are not measurable.	Constructs daily plans that convey high expectations but can't consistently be measured.	Constructs daily plans that convey high expectations, are age-appropriate and measurable.	Constructs daily plans that convey high expectations are consistently measurable, and account for different learning needs and abilities of children.
3b. Strives to think through the lesson so instructional goals and learning activities align.	Lessons are taught in isolation of other lessons, on-task teaching time is often mingled with record keeping activities.	Teacher deploys a variety of instructional methods and strives to keep interest of students.	Instruction and activities build upon previous lessons, pacing of the lesson provides opportunity for discussion and reflection.	Students take an active role in constructing the learning activities to enhance their own level of knowledge.

Supplements the lesson with various learning activities

<b>Component</b>	<b>Marginal</b>	<b>Proficient</b>	<b>Commendable</b>	<b>Outstanding</b>
4a. Supplements the lesson with additional resources that relate to the content in the textbook and state standards.	Utilizes textbook and workbook as the only sources of information.	Occasionally incorporates and introduces some additional resources that reinforce the content of the lesson.	Supplants the textbook with a thematic unit, lab, activity, or project for that particular content being taught.	Reflects on an article derived from educational research about good instruction and pedagogy, shows evidence of integrating aspects into one's teaching.

Uses a mix of formative and summative assessment techniques and instruments

Component	Marginal	Proficient	Commendable	Outstanding
5a. Adjusts instruction responding to students' need and abilities.	Summative assessment is predominate assessment technique used.	Seeks to maintain a balance between summative and formative assessment but shows no evidence to do so.	Balance between summative and formative is maintained and documented in record keeping procedures.	Explicit effort is made to integrate formative assessment practices (e.g., think-pair-share, white board usage, audience response systems, letter card responses, etc.) and efforts to remediate are documented.
5b. Designs lesson to allow for more than one way to assess students.	Mostly utilizes only one means of assessment - that being a purchased publisher test.	Varies assessment methods; however, inconsistently and intermittently done.	Utilizes multiple means of assessment.	Aligns summative and formative assessment techniques to readily assess students' needs and adjusts instruction accordingly.

**Strand II – The Classroom Environment**

Creates a culture of mutual care and genuine concern

Component	Marginal	Proficient	Commendable	Outstanding
6a. Respects and serves the children.	Interaction with at least some students is positive and appropriate for age of child.	Demeanor and tone of teacher is generally positive for most, but may reflect an occasional inconsistency or favoritism.	General warmth, care, and respect are shown for each student and the difference between praise and encouragement is intentionally brought into their instruction.	Projects mutual care and genuine respect for families, taking the initiative to resolve conflict in a professional manner ( <b>follows Matthew 18</b> ) and taking note how they were proactive in this approach.
6b. Display a genuine care and concern for the general welfare of all students.	Consistently teaches in isolation and infrequently engages others in conversation about good practices.	Occasionally engages others in secondary reflection about a lesson, or shares some of the latest educational research on best practices.	Encourages collective sharing and collegiality and takes the initiative to lead among the faculty.	1) Builds community by crafting team goals that mesh with the school improvement plan. 2) Seeks out individuals and asks for things to pray about ( <b>Philippians 1:9</b> ). 3) Love and forgive one another ( <b>Colossians 3:13</b> ).

**Creates a culture of order, predictability and student learning**

Component	Marginal	Proficient	Commendable	Outstanding
7a. Reviews, posts, and teaches about classroom rules to keep disruptions to a minimum.	Classroom procedures are not posted and students sporadically wander around room to sharpen pencils, delivering papers, obtain educational resources while others are engaged in learning.	Classroom procedures are posted, periodically reviewed, and enforced when observed.	Classroom procedures are posted, reviewed and consistently regulated during instructional time.	Developed, presented, and implemented a classroom management plan that describes how administrative tasks, rules and school procedures shall be handled throughout the first day, first week, entire year and taught to students.
7b. Differentiates between errors of timing and target.	Majority of time is behind desk or positioned in front of classroom.	Occasional movement around room; however, has a tendency to inaccurately identify those responsible for the misbehavior.	Consistently circulates among students, minimizes errors of targeting and consistently confronts and identifies those responsible for disruptions.	Strives to be proactive rather than reactive in maintaining a positive learning environment and appropriately <b>uses Law and Gospel theology (Colossians 1:14)</b> .
7c. Affirms parent for choosing the school and projects an attitude that the child is accepted into the classroom for whom they are.	Gives perception that students are there to serve the teacher; doesn't always reflect mutual respect genuine care, and concern for students.	Verbal and nonverbal cues show respect for students and parents; inconsistent in identifying and accentuating child's gifts and abilities.	Strives to project a countenance and demeanor that demonstrates a joy for teaching and concern for students.	Educator espouses the morals and values worthy of such a calling ( <b>Philippians 2:1-5</b> ); creates & shares an action plan w/principal & parent how teacher will get to know child in a more personal way.

**Strand III – Instruction**

**Engages students in various modalities of learning**

Component	Marginal	Proficient	Commendable	Outstanding
8a. Provide a balance between linguistic and nonlinguistic instruction.	Rarely employs or teaches students how to use interactive notebooks, pictographs, or graphic organizers.	Occasionally uses non-linguistic representations during the lesson.	Provides a nice balance between linguistic and non-linguistic instruction.	Consistently Implements different instructional strategies, graphic organizers and pictographs to strengthen students' mental representation of content.

**Challenges students to develop higher levels of thinking**

<b>Component</b>	<b>Marginal</b>	<b>Proficient</b>	<b>Commendable</b>	<b>Outstanding</b>
9a. Create a culture of inquiry.	Available resources are present but not easily accessible or part of the instructional process.	Makes available and accessible supplemental reading material, dictionaries, thesaurus, etc.	Intermittently poses problems that require additional research from other sources of information.	Intentionally creates a problem-solving environment by posing questions and crafting assignments that require students to seek other sources of information.
9b. Questions asked students align with content material and vary in scope and depth.	Posed questions reveal an understanding of memorized facts; questions that require students to problem solve or reflect are intermittently used.	Posed questions reveal a consistent attempt to balance higher level thinking skills (e.g., problem solving, innovative thought, and reflection) with an understanding of factual information.	Teachers and students work together crafting questions that mix higher level thinking skills with an understanding of factual information.	Teacher's questions require students to summarize, analyze, and critique the learned material; represents information to evoke prior knowledge and develop their own understanding.
9c. Asks quality questions to evoke student participation and interest.	Instruction is predominately teacher driven.	Engages a goodly number of students in discussion, providing adequate time to respond.	Facilitates instruction; discussion is predominately driven by the students.	Reveals an understanding that students not only value knowledge but have a responsibility to use that knowledge in a productive way to improve community.

**Adjusts instruction to meet the needs of students' interests, ability levels, and developmental stages**

<b>Component</b>	<b>Marginal</b>	<b>Proficient</b>	<b>Commendable</b>	<b>Outstanding</b>
10a. Balance the lesson objectives to accommodate the diversity of interest and developmental stages of learners.	Teaches as "one size fits all" approach.	Writes lesson goals and sequences activities to demonstrate some coherence among disciplines.	Writes lesson goals and sequences activities that demonstrate coherence among disciplines, progressing in recognizable levels of complexity.	Writes lesson goals and sequences activities that challenge students to reflect and critique content, demonstrating different ways to allow students to show mastery of content.

**Creates and uses instructional rubrics to inform students what is expected**

Component	Marginal	Proficient	Commendable	Outstanding
11a. Utilize an academic and behavior rubrics that identify behavioral and academic benchmarks.	Rarely utilizes rubrics; academic rubrics do not align with academic goals and assessment techniques.	Occasionally utilizes rubrics for both academic and behavioral benchmarks.	Explains how rubrics align with academic goals; assessment aligns directly with instructional rubrics.	Utilizes a variety of rubrics for different content areas, directly aligns with academic goals and assessment techniques.

**Assesses and tracks student mastery of content**

Component	Marginal	Proficient	Commendable	Outstanding
12a. Students are assessed differently and on a regular basis.	Teacher does not routinely use assessments to measure student mastery of content standards.	Teacher routinely uses assessments to measure student mastery of content standards.	Teacher: 1) routinely records student progress data; 2) uses a system that allows for easy analysis of student progress towards mastery.	Teacher: 1) routinely records student progress data; 2) provides students with multiple ways of demonstrating mastery, and 3) provides students with multiple opportunities during the unit to demonstrate mastery.
12b. Teacher keeps track of student mastery of content on a regular basis.	Teacher does not routinely record student progress data.	Teacher routinely records student progress data.	Teacher: 1) routinely records student progress data; 2) uses a system that allows for easy analysis of student progress towards mastery.	Teacher: 1) routinely records student progress data; 2) uses a system that allows for easy analysis of student progress towards mastery; and 3) more than ½ their students (2 or more of 4 surveyed) know their progress towards mastery.

**Uses technology to extend the curriculum**

Component	Marginal	Proficient	Commendable	Outstanding
13a. Integrates curriculum with high-level uses of technology.	Use of technology is intermittent at best.	Integrates curriculum with low-level uses of technology (e.g., internet searches, drill & practice, reinforcement for test material.)	Intermittently supports and supplements existing curriculum with high-level technological use (e.g., presentation software, digital imaging, webcasting, blogging, etc.)	Extends curriculum to construct authentic learning environments using high-level technological use on regular basis.

**Strand IV – Professional Responsibilities**

**Develops healthy and positive relationships with colleagues, parents, and students**

<b>Component</b>	<b>Marginal</b>	<b>Proficient</b>	<b>Commendable</b>	<b>Outstanding</b>
14a. Communicates effectively and correctly in oral and in written form.	Spoken language is often unprofessional in subject/verb agreement; written language is legible, but occasionally grammar & spelling errors occur; vocabulary words are often misused.	Spoken language reveals an occasional misuse of proper syntax; written language is absent of grammar and spelling errors, vocabulary words are spoken and used correctly.	Oral and written communication is correct; vocabulary words chosen are suitable for age and interest of students.	Oral and written communication enriches the lesson and peaks the interest of students.
14b. Strives to develop relationships with parents and students.	Makes contact with the parent only at a parent/teacher meeting.	Makes contact with the parent at a parent/teacher meeting, or sporadically during the grading period.	Makes weekly contact with parents via notes, phone calls, and classroom notes.	Develops and presents a communicative plan to identify those positive contributions made by students and stresses the importance of Christian education ( <b>1 Peter 5: 8, 9; Proverbs 22:6</b> ).

**Advocates for those effective instructional practices on a school-wide basis**

<b>Component</b>	<b>Marginal</b>	<b>Proficient</b>	<b>Commendable</b>	<b>Outstanding</b>
15a. Reflect an appreciation and importance for the subject matter being taught.	Allows students to do as little as possible to get by, investing as little effort as possible in teaching.	Emphasizes more the completion of a task rather than the doing of high quality of work.	Holds students accountable and invests oneself in the design and instruction of the lesson.	Encourages attention to detail and assists students to continual improve on their work.
15b. Invests oneself to a life of service for their vocation.	Rarely becomes involved in school events and does so only when asked.	Participates in school events on a limited basis or when they are convenient.	Strives to build healthy relationships and actively pursue ways to assist other educators.	Contributes to the general culture & climate of school (e.g., makes presentations, reflects on current research, or assists colleagues).

**Strand V – Integrating the Faith**

Shepherds and guides young adults and children through the proper application of Law and Gospel in issues of discipline.

Component	Marginal	Proficient	Commendable	Outstanding
16a. Responds to adults, each other, parents, and students with Christian care and mutual respect.	Approachable but doesn't take the initiative to resolve conflict in a timely and prompt manner.	Approachable, resolves conflict in a timely manner but doesn't express the joy found in the redemptive work of Jesus.	Proactive, seeking ways to build upon healthy relationships.	Appropriate application of Law and Gospel is properly applied <b>and Matthew 18</b> is followed to build daily relationships with colleagues, parents, and students.
16b. Are thankful for opportunity to be in ministry and in fellowship with other colleagues.	Walks the hallways, playground, lunchroom without acknowledging colleagues.	Conversation is with only a few colleagues, pretty much remains to oneself.	Builds community! 1) Speaks well of students entrusted to them. 2) Speaks well of all colleagues. 3) Supports administration.	Demeanor and countenance reflect joy in ministry ( <b>Ephesians 1:15-18; Galatians 5:22</b> ).

Strive to take an evangelistic mindset for congregational and school discipleship.

Component	Marginal	Proficient	Commendable	Outstanding
17a. Understands and embraces the role of 'student recruiter' and seeks opportunity to invite others to church.	Believes students will come to them.	Is content and happy with existing student matriculation from grade to grade.	Seeks opportunities to speak about school in public settings and works heartily with evangelism committee.	Attends students' events when possible; readily engages in conversations with students in hallway, cafeteria, gym etc.; engages parents in healthy conversations about their child and school ( <b>Philippians 1:27</b> ).

Attends church regularly, partakes in Holy Communion, in daily devotions, Bible study and prayer often.

Component	Marginal	Proficient	Commendable	Outstanding
18a. Are active in worship, Bible study and church functions.	Regularly attends the Lord's Supper and occasionally attends Bible study or assumes congregational responsibilities beyond classroom duties when asked to do so.	Regularly attends the Lord's Supper and Bible study or assumes congregational responsibilities when time permits.	Regular attendance in church and Bible study and takes the initiative to assume an additional congregational responsibility.	Volunteers time back to church (i.e., choir, assists evangelism committee, serves on a board or committee, leads Bible study for adults and children, VBS etc.).

**Strand VI – Data Gathering**

Walkthroughs and the Learning Connection afford administrators and teachers the opportunity to gather school and student data. Administrators and teachers strive to collect school and student data on a regular basis, discuss, and evaluate data in professional settings.

**Conclusion:**

Classroom observation is an ongoing process. The intent is to improve teaching. Administrator and educator are persistent in their quest to acquire and implement newly obtained knowledge in the evaluative process and design of their lessons. Some concluding comments are as follows:

- † Educators strive for excellence through peer observation, conferences, workshops, additional reading, and participating in course work when necessary and maintaining proper licensure
- † Both administrator and educator frequently revisit the agreed upon plan for professional growth

## References

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