



**2018-2019**

**MSDWT  
TEACHER EVALUATION  
GUIDELINES**



































		How will instruction be differentiated to meet the learning needs of students?
	<b>Assessment</b>	How will you assess student learning to know students' progress towards achieving the objectives or standards?

## **Appendix C**

### **Standard for Success**

The Standard for Success Teacher Training Guide is available on the Teacher Evaluation page of the MSDWT website. Click [here](#) to access the guide.

## Appendix D Formal Plan of Assistance

Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Type of Assistance Plan: \_\_\_\_\_ *Improvement Necessary* \_\_\_\_\_ *Ineffective*

If a teacher’s Summative Performance level is ***Improvement Necessary***, the evaluator will determine if the teacher’s overall performance or performance on selected expectations requires a formal Plan of Assistance.

If a teacher’s summative performance level is ***Ineffective***, the evaluator will meet with the teacher to determine a formal Plan of Assistance.

If, during a Post-Observation Conference, it is determined that there is a significant lack of proficiency in any domain area or specific teacher performance expectations have been rated as ***Ineffective***, then the teacher and administrator will:

1. Schedule a Mid-Year Conference to develop and implement a formal Plan of Assistance.
2. Review what will occur at the Mid-Year Conference.

A Plan of Assistance shall be established between the evaluator and the teacher to include the following:

Plan Components	Action/Comments
1. Note the specific performance expectation(s) not being met. Refer to the appropriate Teacher and Student Evidence associated with the referenced performance expectations.	
2. Refer to the appropriate Teacher and Student Evidence (Rubric with Evidences) associated with the identified performance expectations addressed in this plan. Make additions to or clarify evidence in order to assist the teacher in meeting the expectations of the Plan of Assistance. Note below the Teacher/Student evidences to be addressed.	
3. Note the system that will be used to monitor this Plan of Assistance. Examples: <i>increased number of classroom walk-throughs, formal or informal observations; methods of collecting feedback from teacher on assigned reading; scheduled follow-up meetings; manner that teacher may submit written evidence or examples of student work.</i>	
4. Note the resources and support that will be extended to the teacher to assist in meeting the expectations of the Plan of Assistance. Support may include the services of a fellow teacher to serve as a classroom observer (non-evaluative), coach or mentor.	

Plan Components	Action/Comments
5. Note the date by which the plan must be completed, up to 90 school days.	
6. If the teacher’s requirements to meet the expectations of the Plan of Assistance include participation in professional development activities, note below the nature of the activities, the expected time to be spent in or on the activities, and how feedback and reflection following the activities will be reported to the evaluator. Also note the anticipated Professional Growth Points for license renewal that will be applicable at the conclusion of the PD activities.	
7. Note any pre-scheduled progress meetings between the evaluator and the teacher during the duration of the Plan of Assistance. <b>or</b> Reference or clarify any supporting documents that may be attached to this Plan of Assistance.	

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference (refer to conference form), the evaluator will:

If the status of the teacher is *Improvement Necessary* - make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

If the status of the teacher is *Ineffective* - make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Director of Human Resources who will, in turn, inform the Association President.

**Signatures**

This Plan of Assistance shall begin on \_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Evaluator Signature)

I understand the expectations and provisions of this Plan of Assistance.

\_\_\_\_\_  
(Teacher Signature) \_\_\_\_\_  
(Date)

## Appendix E

### Test Security Procedures and Expectations Policy

#### **MSDWT Teacher Signature – Test Security Local Assessments Form**

Every teacher must sign a form indicating that he/she understands the requirements and expectations regarding ethical testing and reporting procedures. The MSDWT Teacher Signature – Test Security Local Assessments Form can be found in Appendix F of the Guidebook or on the Teacher Evaluation website: [www.msdtw.k12.in.us/teacher-evaluation/](http://www.msdtw.k12.in.us/teacher-evaluation/)

This acknowledgement form **must be** signed, **either in paper form or through electronic signature through an online training platform such as Safe Schools**, by any staff member responsible for the handling, administration, scoring, storage, transport, or development of assessments used in the Student Achievement and Growth Measure as part of the MSDWT Teacher Evaluation System.

Acknowledgement of the receipt and understanding of the information below is required of all teachers and is **IN ADDITION** to any documentation required by any other agency or organization. Faculty will be required to complete any and all training and documentation related to required standardized testing through the state of Indiana or the United States Department of Education.

#### **Fidelity and Integrity: Requirements and Potential Consequences**

Quality instruction leads to better learning, which will be reflected in higher assessment scores. Narrowing the curricula to align to the content of an assessment, however, is weak pedagogical practice that erodes the measurement process.

Any individual with a license granted by the IDOE who violates the Code of Ethical Practices and Procedures as established and published may face disciplinary action by MSDWT, and/or other applicable remedies available under the state and federal laws.

#### **Test Examiners and Their Role**

##### **Statewide Tests**

The assessments are to be administered only by personnel who hold a license granted by the Indiana Department of Education. The license must be an instructional, administrative, or school services license. Personnel not properly trained and certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may not serve as test examiners. (For state assessments, they may serve as proctors.) In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner.

##### **Local Assessments**

Assessments that impact teachers' Primary or Secondary Measure as part of the MSDWT Evaluation System should be administered by the classroom teacher, or a trained employee. The MSDWT administration understands that circumstances may impact a teacher's ability to administer the assessment on the specified day or individual student circumstances exist impacting the teacher's ability to administer the assessment.

Teachers should:

- Follow department protocol when administering, scoring, recording, and storing student assessments
- Administer assessments whenever possible
- Consult department chair or principal when assessments are scheduled and teacher must be absent
- Use district-wide protocols when administering assessments such as NWEA or other commercially designed assessments
- Follow student's IEP or ILP – if an Instructional Assistant (IA) is trained and approved to administer local assessments, in most cases, the IA will be allowed to administer or proctor
- If an IA or other non-certified staff administers the assessment, take all steps necessary to protect the security, confidentiality, scoring, reporting, and storage of test materials per district/department expectations

Test examiners should be thoroughly familiar with the tests to be administered and with the procedures to be followed during testing. *This includes reviewing the MSDWT Testing Security and Integrity Agreement electronic signature page through Safe Schools.*

*The above information referenced from the Indiana Department of Education Office of Assessment.*

**To ensure test integrity:**

- Give students the test only one time per administration (pre & post).
- Tests should be administered to all students on the same day. Absent students should make the test up as soon as possible.
- Do not review questions or answers with students at any time throughout the year.
- Students should not grade the assessments.
- Do not send tests home with students.
- Make assurances against cheating (students may not take the test in groups).
- Monitor students and do not alter their answers.
- Teachers may not complete answer documents for students unless required by the student's IEP.
- Pre-tests must show effort. Incomplete essays and multiple-choice tests with excessive blanks will not be considered complete and will therefore count as not passing, regardless of the post-assessment score. We suggest monitoring students during test administration, as the test cannot be given again at a later date.
- Hints, helping tools, detailed instructions, etc., are not allowed. If they are an integral part of your test, they must be clearly identified in your documentation, approved by your principal and given on both the pre and post-assessments.

**It is NEVER appropriate to:**

- Coach students by indicating in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.
- Allow students to use any type of mechanical or technical devices (calculators, computers) unless the test directions allow such use, or the device is documented as a necessary and allowable testing accommodation.
- Answer students' factual questions regarding test items or vocabulary.
- Read any parts of the test to students (except as indicated in the test directions, or as documented as an acceptable IEP, Section 504 Plan, LEP Individual Learning Plan, or nonpublic school Service Plan). In no case may reading comprehension questions be read to the student.
- Alter students' answers—other than to check and erase stray marks, or to darken answer bubbles after testing.
- Call students' attention to the fact that a similar question is on the assessment.
- Use current, past, or parallel items as test preparation materials—except when those items have been released specifically for test review purposes by the Indiana Department of Education or MSDWT Administration
- Develop and use elaborate review materials (workbooks, worksheets, etc.).
- Set aside blocks of time to teach only the content and skill proficiencies measured on the assessment.

**It is a violation of test security to:**

- Give examinees access to test questions prior to testing.
- Copy, reproduce, or use in any manner any portion of any secure assessment book, for any reason.
- Alter answer documents after testing—other than to check and erase stray marks, or to darken answer bubbles.
- Share an actual test instrument in a public forum.
- Deviate from the prescribed administration procedures specified in the *Examiner's Manual* or procedures specified by MSDWT Administration in order to boost student performance.
- Make answer keys available to examinees.
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.
- Score student responses on the test locally before submitting the assessment for scoring to the test contractor, as designated by the Indiana Department of Education (Statewide Assessments).

## Testing Materials Procedures & Security

### **[State Standardized Tests] The Corporation Test Coordinator/Department Chair/Administrator must:**

- Inventory and track assessment materials.
- Control the secure storage, distribution, administration, and collection of tests.
- Ensure that no tests are discussed and/or reproduced in any manner.
- Follow procedures located in testing manuals and those outlined by the *MSDWT Guidebook*.

### **Display of Reference Materials**

The following kinds of materials **MUST** be covered or removed from walls or bulletin boards during testing in all rooms or areas in which students will be assessed:

1. All posted materials such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed.

This includes, but is not limited to, the following items:

- Multiplication tables
  - Tables of mathematical facts or formulas
  - Fraction equivalents
  - Writing aids
  - Punctuation charts
  - Spelling or vocabulary lists
  - Phonics charts
2. All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students.

The following materials **MAY** be posted:

- Alphabet Chart (containing letters *only*)
- Number Line (containing numbers *only*)

**All guidelines regarding Article VII (Special Education) must be followed whether administering a local or statewide assessment. Consult the student's teacher of record (TOR) if there are questions regarding the student's IEP or ILP.**

**In addition to acknowledging receipt and understanding of the Test Security Procedures and Expectations Policy, teachers must meet all requirements of the Indiana Department of Education, the United States Department of Education, and any applicable state statute regarding the assessment of students.**



## Appendix F MSDWT Teacher Signature – Test Security Local Assessments

This acknowledgement form must be signed by any staff member responsible for the handling, administration, scoring, storage, transport, or development of assessments used in the Student Achievement and Growth Measure as part of the MSDWT Teacher Evaluation System.

Acknowledgement of the receipt and understanding of the information below is required of all teachers and is IN ADDITION to any documentation required by any other agency or organization. Faculty will be required to complete any and all training and documentation related to required standardized testing through the state of Indiana or the United States Department of Education.

*I have read and understand the Test Security Procedures and Expectations Policy outlined in the Teacher Evaluation Guidebook of the MSD of Washington Township. I understand that, through my submission of student assessment data (either through physical or electronic means) to my evaluator, I am indicating that the information is correct and represents each student's performance. I understand that, through my submission of assessment data I am indicating that I have followed all expectations outlined in the MSDWT Testing Procedures and Expectations. If my student assessment, used for teacher evaluation purposes, is a state administered assessment, I am indicating that I have read and understand the IDOE Code of Ethical Practices. I understand that noncompliance with the IDOE Code of Ethical Practices or MSDWT Testing Procedures and Expectations will result in a score of "0" in the applicable Student Achievement Measure as part of the Summative Evaluation, and may result in disciplinary action up to and including dismissal.*

**Please print your name, sign, and return to the appropriate administrator.**

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

**This form is valid for the duration of the teacher's employment with the MSD of Washington Township. This form shall be maintained on file by MSDWT Corporation.**

**The district may require employees to review Procedures and Expectations and sign this form annually.**