

# **MSDWT Teacher Evaluation Information Review of Guidelines and Resources 2019-2020**



# Mission, Vision, Beliefs

## **Vision Statement for MSD Washington Teacher Evaluation**

- A master educator in every classroom

## **Mission Statement for MSD Washington Teacher Evaluation**

- Collaboratively develop & implement a clearly communicated evaluation process that continuously improves instruction & student learning

## **Belief Statements**

- We believe the primary purpose of evaluation is to facilitate growth among students, teachers, and evaluators
- We believe that the school environment should be conducive to learning
- We believe in meaningful, effective, & sustainable professional development
- We believe teachers deserve an evaluation system that builds on trust & collaboration
- We believe students deserve educators who are dedicated to professional growth & student improvement
- We believe our responsibility is to promote positive and transparent dialogue to promote growth

# Standard for Success

- Online Teacher Evaluation Program
- SFS Teacher Training Guide available on the MSDWT Website – Go To [www.msdt.k12.in.us](http://www.msdt.k12.in.us) Click the Human Resources tab at the very top of the page, then click Teacher Evaluation
- You will find the SFS Teacher Training Guide under the Standard for Success Heading

# Standard for Success

Users receive support directly from Standard for Success

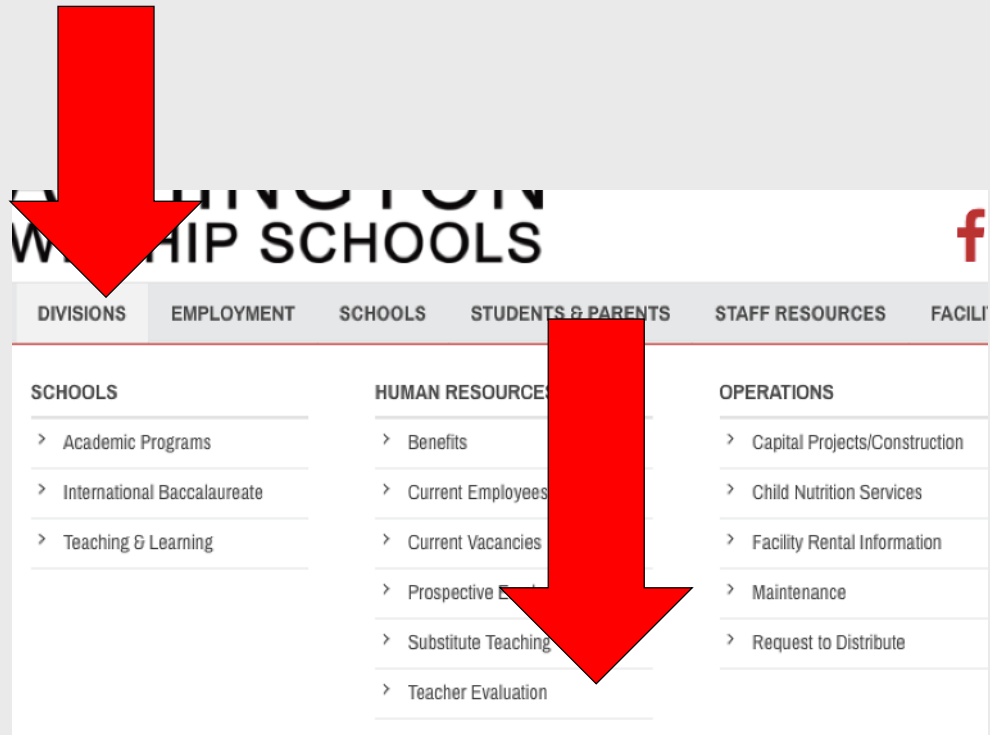


[www.standardforsuccess.com](http://www.standardforsuccess.com)

# Teacher Evaluation Resources

All information regarding the MSDWT Teacher Evaluation System may be found on the **Teacher Evaluation Webpage** on the MSDWT District website.

**THE WEBSITE CONTAINS THE MOST RECENT AND UPDATED INFORMATION**



# Teacher Evaluation Resources include:

- Rubrics– Containing Examples of Observable and Documented Evidence
- Teacher Evaluation Guidebook – containing all student achievement and growth measures
- Explanation of Use of Artifacts
- Teacher Evaluation Guidelines
- Test Item Construction and Rigor Analysis Resources

# MSDWT Evaluation Rubric

- 3 Domains for Teacher Performance Expectations & Student Measures:
  - Domain 1: Preparation for Learning
  - Domain 2: Effective Instruction
  - Domain 3: Professional Practice
- Each Domain is broken into several Performance Indicators which are:
  - Briefly defined
  - Rated from Highly Effective to Ineffective
  - Guidebook provides examples of both Observable and Documented (artifacts) Evidence

**Teacher Performance Expectations**

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

Teacher Performance Expectations		Ineffective	Improvement Necessary	Effective	Highly Effective		
<b>Domain 1</b> Preparation for Learning	Preparation for Learning	1.1 Plans for a student program of instruction in accordance with adopted curriculum	1	2	3	4	
		1.2 Demonstrates an understanding of how students develop and learn in the planning for student learning	1	2	3	4	
		1.3 Uses a variety of planning resources	1	2	3	4	
		1.4 Plans and prepares for the needs of all students	1	2	3	4	
<b>Domain 1 Total Possible Points: 16</b>		Subtotal for Domain: divided by 4 =					
<b>Domain 2</b> Effective Instruction	Classroom	2.1 Develops and maintains a positive classroom climate	1	2	3	4	
		2.2 Communicates high expectations for all students	1	2	3	4	
	Instruction	2.3 Demonstrates a mastery of subject/content and standards	1	2	3	4	
		2.4 Uses instructional strategies and resources to teach for understanding	1	2	3	4	
		2.5 Differentiates instruction to meet the needs of all students	1	2	3	4	
		2.6 Engages all students in learning	1	2	3	4	
	Assessment	2.7 Helps students practice and develop new knowledge through direct and explicit instruction, cooperative learning, inquiry methods, and independent practice	1	2	3	4	
<b>Domain 2 Total Possible Points: 32</b>		Subtotal for Domain: divided by 8 =					
<b>Domain 3</b> Professional Practice	Participation in Learning Communities	3.1 Works with colleagues in a respectful, collegial manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities	1	2	3	4	
		3.2 Communicates effectively to establish and maintain two-way lines of communication with students and parents	1	2	3	4	
		3.3 Reflects on practice, data and student work to improve future instruction	1	2	3	4	
		3.4 Uses different forms of professional development to improve instruction	1	2	3	4	
<b>Domain 3 Total Possible Points: 16</b>		Subtotal for Domain: divided by 4 =					
<b>Student Achievement &amp; Growth</b>		Ineffective	Improvement Necessary	Effective	Highly Effective		
<b>Student Achievement and Growth</b>	Rivides evidence of student achievement/growth through multiple measures (see attached Multiple Student Learning Measures MSLS)	Primary Measure(s)	1	2	3	4	p.12
		Secondary Measure(s)	1	2	3	4	p.28
<b>Subtotal for Student Achievement &amp; Growth in Total of February - 7</b>		<b>Improvement Necessary</b>					

# How the Rubric Works

Descriptors briefly define the Performance Indicator



Domain 1.1	
<b>Purposeful Planning:</b>	<b>Plans for a student program of instruction in accordance with a</b>
<b>Descriptors:</b>	<ul style="list-style-type: none"><li>• Lessons and unit plans reflect high expectations, evidence of backward</li><li>• Lesson and unit plans accommodate and differentiate for a range of ac</li><li>• Lesson and unit plans use standards, district pacing guides and district</li><li>• Lesson and unit plans have clear structure</li><li>• Lesson and unit plans display instructional strategies to meet student r</li><li>• Lesson and unit plans incorporate instructional strategies as outlined in</li><li>• Lesson and unit plans display interdisciplinary connections</li></ul>



# How the Rubric Works

	Highly Effective	Effective
	<i>Substantial evidence of detailed &amp; comprehensive lesson plans demonstrating extensive connections between previous and current learning.</i>	<i>Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Detailed and comprehensive description of instructional objectives and outcomes, activities, resources or methods to check for understanding</li> <li>"High priority" standards are represented throughout the lesson</li> <li>Interdisciplinary connections are fully integrated and seamless</li> <li>Lesson plans in Atlas are continually updated with supporting artifacts</li> <li>Developmental notebooks, Marzano notebooks are fully integrated into planning</li> <li>Clear connections between previous instruction and current instruction</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Detailed description of instructional objectives, activities, resources or methods to check for understanding</li> <li>Acknowledgement of "high priority" standards</li> <li>Interdisciplinary connections when appropriate</li> <li>Units in Atlas are updated with supporting artifacts</li> <li>Developmental notebooks, Marzano notebooks are integrated into curriculum</li> <li>Acknowledgement of previous instruction</li> </ol>

- Each Performance Indicator provides the teacher with Examples of both Observable Evidence and Documented Evidence (artifacts)

- If the examples under Highly Effective and Effective are identical, refer to the rating descriptions to differentiate the examples.

- Examples of Evidence are NOT all inclusive of evidence the evaluator may use when completing observations or the evaluation

# Teacher Evaluation Resources

You will also find the rubric, descriptors, and examples of evidence for each Performance Indicator.

[Domain 1 – Printable Version](#)

[Domain 2 – Printable Version](#)

[Domain 3 – Printable Version](#)

## Domain 1 – Purposeful Planning

- [1.1](#) – Plans for a student program of instruction in accordance with adopted curriculum
- [1.2](#) – Demonstrates an understanding of how students develop and learn in the planning for student learning
- [1.3](#) – Uses a variety of planning resources
- [1.4](#) – Plans and prepares for the needs of all students

## Domain 2 – Instruction

- [2.1](#) – Develops and maintains a positive classroom climate
- [2.2](#) – Communicates high expectations for all students
- [2.3](#) – Demonstrates a mastery of subject/content and standards
- [2.4](#) – Uses instructional strategies and resources to teach for understanding
- [2.5](#) – Differentiates instruction to meet the needs of all students
- [2.6](#) – Engages all students in learning activities
- [2.7](#) – Helps students practice and deepen new knowledge through direct and explicit instruction, cooperative learning, inquiry methods, and independent practice
- [2.8](#) – Assesses student learning and uses assessment data to adjust instructional practices for student success

## Domain 3 – Professional Practice

- [3.1](#) – Works with colleagues in a respectful, collegial manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities
- [3.2](#) – Communicates effectively to establish and maintain two-way lines of communication with students and parents
- [3.3](#) – Reflects on practice, data and student work to improve future instruction
- [3.4](#) – Uses different forms of professional development to improve instruction

# Standard for Success

When users login to Standard for Success, and click the "Standards" link, they will have immediate access to their rubric for viewing and printing.

Simply click "Standards" to view your rubric.

A screenshot of the Standard for Success website. The top navigation bar is dark grey with a green 'S' logo on the left and links for Home, Support, Utilities, New Ticket, SFS Admin Portal, Personal Account, and Logout. Below this is a green bar with white text links: STAFF | WALK-THROUGH | PRESSING | DAILY EMAIL | CALENDAR | ANALYTICS | STANDARDS. The 'STANDARDS' link is circled in red. Below the navigation bar, the page title is '2015 MSD Washington Township Teacher Effectiveness Rubric' with a 'Switch to...' dropdown menu. A red arrow points from the left to the 'Domain 1: Purposeful Planning' section header. Below this is the sub-section '1.1 Plans for a Student Program of Instruction in Accordance with Adopted Curriculum'. At the bottom, there are four columns representing performance levels: Highly Effective, Effective, Improvement Necessary, and Ineffective, each with a brief description of the evidence required.

2015 MSD Washington Township Teacher Effectiveness Rubric

Switch to...

**Domain 1: Purposeful Planning**

1.1 Plans for a Student Program of Instruction in Accordance with Adopted Curriculum

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
Substantial evidence of detailed &	Clear evidence of detailed lesson plans	Some evidence that the teacher plans	Little or no evi

# Summative Evaluation Scoring

## Most Teachers

### Teacher Effectiveness Rubric Weighting

25% - Preparation for Learning (Domain I)

55% - Effective Instruction (Domain II)

20% - Professional Practice (Domain III)

**100 % Total  
Rubric Score**

### Final Summative Score

Total Rubric Score = 80%

Primary Measure = 12%

Secondary Measure = 8%

# Summative Evaluation Scoring

## Single Measure Teachers

### Teacher Effectiveness Rubric Weighting

- 25% - Preparation for Learning (Domain I)
- 55% - Effective Instruction (Domain II)
- 20% - Professional Practice (Domain III)

**100 % Total  
Rubric Score**

### Final Summative Score

**Total Rubric Score = 84%**

**Student Achievement Measure = 16%**

# Summative Evaluation Scoring

## < 120 Day Teachers

See your Evaluator and the Human Resources Office

Information may be found in the Teacher Evaluation  
Guidelines

# Summative Rating Scale

<b>Ineffective</b>  <b>0.0 – 1.75</b>	<b>Improvement Necessary</b>  <b>1.76 – 2.49</b>	<b>Effective</b>  <b>2.50 – 3.49</b>	<b>Highly Effective</b>  <b>3.5 – 4.0</b>
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# Representation

- A teacher may ask WTEA for Association Representation at any time during the evaluation process
- Contact your WTEA Building Representative or the WTEA President



# Primary Evaluators

**All teachers will be assigned one Administrator to be the Primary Evaluator.**

- The primary evaluator will conduct the Summative Levels Conference (if necessary)
- The primary evaluator will assign the final rating
- The primary evaluator will take the lead on any Performance Assistance Plan (Plan of Assistance)

**The teacher's performance evaluation may include information provided by any administrator and may be based on performance both inside the classroom and within the school setting. The source of information shall be disclosed to the teacher.**

- Teachers will receive a secure login and access to the Standard for Success (SFS) website
- Each observation in SFS will display the name of the evaluator for the teacher

# Evaluators will...

- Inform all teachers of their Primary Evaluator
  - Principal determines the Primary Evaluator
- Touch base with the teacher prior to the first observation **to see if there are any questions from this presentation**
- Inform all teachers of their primary and secondary achievement measure(s)

# Special Needs and ENL Data

**Prior to removal of any student data for evaluation purposes, the teacher must consult the primary evaluator.**

## **Special Education**

It is assumed that students with disabilities are included and will count in the data. Appropriate testing accommodations are identified by a case conference committee and put in place to enable the students to access and participate in state and local assessments as appropriate.

## **General Education**

teachers should assume all student data for students with an IEP who participate in ISTEP will be included in ALL student achievement and growth data used for teacher evaluation. Data for these students will be included in all Primary and Secondary Student Achievement Measures.

## **ENL**

Including and excluding ELL's from teachers' student achievement data is dependent on a combination of the students' ENL level and date of enrollment in a US school. Teachers should refer to the ENL student data criteria found in the Teacher Evaluation Administrative Guidelines.

# Formal/Informal Comparison

## Formal

- Yrs. 1-2: One each Semester
- Yrs. 3-5: One in Semester I
- Yrs. 6+: One each Year
- Additional Observations may be conducted at any time
- Post-Observation Conference within 7 business days (general rule)

## Informal

- All Teachers = at least 2\*
- Additional Observations may be conducted at any time
- Feedback from Evaluator within 2 business days (general rule)
- No Post-Observation Conference required but can be requested

### NEW THIS YEAR

\* For teachers in year 3+ with a qualifying **MSDWT** evaluation rating placing them in the Effective or Highly Effective category in the 2018-2019 school year the informal observation minimum may be reduced to one (1) upon the mutual agreement of the teacher and their primary evaluator.

# Informal Observation

- At least 10 minutes
- Preferably at least 15 minutes
- 10-30 minutes (general rule – may be longer)
- Informal Observation feedback within a reasonable amount of time following Informal Observations – preferably within 2 business days (general rule)
- Window for teacher responses in Standard for Success is 10 days following the date the Informal is submitted to the teacher
- Teacher may request that the Informal be re-opened after the window closes

# Formal Observation

- Preferably the length of an entire class period
  - At least 30 minutes in length
- Exceptions as discussed with teacher
- First Formal will be announced within a 5 business day window
- Formal will be followed by a Post-Observation Conference (generally within 7 business days)
- Window for teacher responses in Standard for Success is 10 business days following the date the Informal is submitted to the teacher

# 1-2 Years MSDWT Experience:

- **2 Formal Observations (Minimum) – 1 each semester**
  - First Formal Observation = announced within a one week window
  - Pre-Observation form prior to Formal Observation – May be requested by evaluator or submitted voluntarily by teacher
  - Recommend a Pre-Observation form before 1<sup>st</sup> Formal Observation
- **2 Informal Observations (Minimum) - 1 each semester (Minimum)**



# 3-5 Years MSDWT Experience:

- **1 Formal Observation (Minimum)**

- 1 must be completed first Semester– First Formal will be announced
- Pre-Observation form prior to Formal Observation - May be requested by evaluator or submitted voluntarily by teacher

- **2 Informal Observations (Minimum)\***

## NEW THIS YEAR

\* For teachers with a qualifying **MSDWT** evaluation rating placing them in the Effective or Highly Effective category in the 2018-2019 school year the informal observation minimum may be reduced to one (1) upon the mutual agreement of the teacher and their primary evaluator.

# 6+ Years MSDWT Experience:

- **1 Formal Observation** – May take place during either semester – Announced

Pre-Observation form prior to Formal Observation - May be requested by evaluator or submitted voluntarily by teacher

- **2 Informal Observations (Minimum)\***

## NEW THIS YEAR

\* For teachers with a qualifying **MSDWT** evaluation rating placing them in the Effective or Highly Effective category in the 2018-2019 school year the informal observation minimum may be reduced to one (1) upon the mutual agreement of the teacher and their primary evaluator.

# Video Recorded Observation

A video recorded observation may substitute for an in person observation according to the following guidelines:

Teacher Experience	Video Recorded Observation In Lieu of In Person Observation
<b>Years 1-2 in the District</b>	A Video Recorded Observation may be used for an Informal Observation. Only one Informal Observation may be used per year.
<b>Years 3 and above in the District</b>	A Video Recorded Observation may be used to complete one required Formal or Informal Observation. Because the teacher and administrator must mutually agree to apply a video recorded lesson as a Formal or Informal Observation, the Observation will be considered as an administratively announced Observation. The administrator may elect to continue with both announced and unannounced Observations according to these Guidelines.

# Video Recorded Observation

- If the teacher and evaluator agree, the teacher may submit a video recording of a classroom lesson
- The evaluator will script and score the recorded lesson in the same manner as an “in person” observation
- All timelines regarding Post-Observation Conferences apply to recorded observations
- The evaluator and teacher may view segments of the video or the video in its entirety as part of the Post-Observation Conference

# Video Recorded Observation

- The teacher and evaluator will mutually determine a reasonable timeline for the teacher to produce the video recording generally not less than 6 school/business days. Example, if it is determined on a Friday that the teacher is going to produce a video recording, then the teacher has until the following Monday to submit the video by the end of the day.
- In the event that the teacher is not able to secure a video recording device or has technical difficulties, the teacher is to communicate with the evaluator to extend the timeline or request an in person observation in lieu of the video recorded observation.
- We hope this new tool may be helpful to teachers and administrators if they wish to elect this new option

# Post-Observation Conference

## *Purpose*

- Review all Performance Expectations
- Provide encouragement to the teacher to continue with best practices
- Answer questions and clarify expectations
- Suggest evidence/artifacts the teacher could use to document attainment of Performance Expectations
- Facilitate student achievement and the teacher's professional growth
- Engage in dialogue that promotes productive, transparent, and collaborative relationships between the teacher and the evaluator

# Post-Observation Conference

- Required after each Formal Observation
- Not required after Informal Observation but can be requested by teacher or evaluator
- If the teacher receives more than one “needs improvement” or “ineffective” indicator rating during an informal observation, it is recommended that the teacher and administrator meet in order to discuss and list teacher goals for improvement for any performance expectation(s)

# Post-Observation Conference

Will evaluators change observation scores following Post-Observation Conferences?

Evaluators have been instructed to avoid changing scores. Teachers may submit artifacts or additional evidence. Evaluators may consider the evidence and/or artifacts and may choose to score the new evidence. Evaluators are instructed to consider all artifacts, evidence, reflections and observations when applying professional judgment to teachers' summative (final rating).



# Right to a Reflection

- Anytime during the evaluation process, a teacher has the right to submit a written reflection to be attached to any written evaluation document
- The process for submitting a reflection will be covered in the Teacher Training FAQ provided by Standard for Success
- The default deadline for entering a teacher reflection is 10 days following the date the observation/evaluation is submitted to the teacher. The observation in SFS may be re-opened by the evaluator at the teacher's request.

# Standard for Success

## Teacher Response to Formal Observations



- When logged in to SFS, and viewing an observation or evaluator comment, click Create New Comment
- Your evaluator will be notified that you have submitted the comment

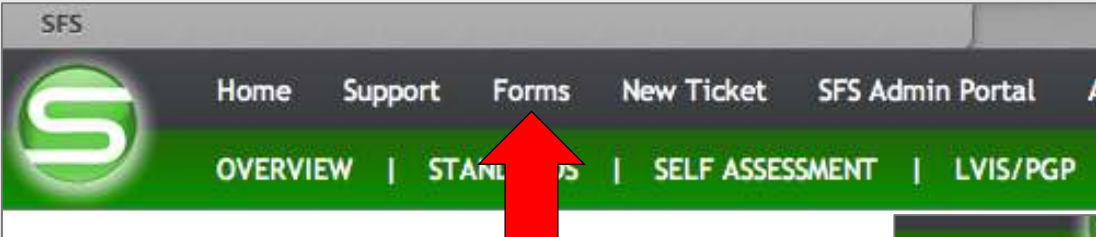
# Artifacts

- Opportunity for teachers to inform the evaluation
- Many Performance Indicators will not require artifacts
- Artifacts may or may not be scored
- If artifacts are applied to a Performance Indicator, usually 1 to 2 artifacts is sufficient
  - Can be requested by evaluator
  - If the evaluator requests an artifact, it should be submitted within timeframe required by the evaluator
- Teachers can voluntarily submit artifacts at any time
- Guide to Artifacts – on website
- *Lists of Documented Evidence Examples are Provided on the Rubric for Each of the 16 Performance Indicators*

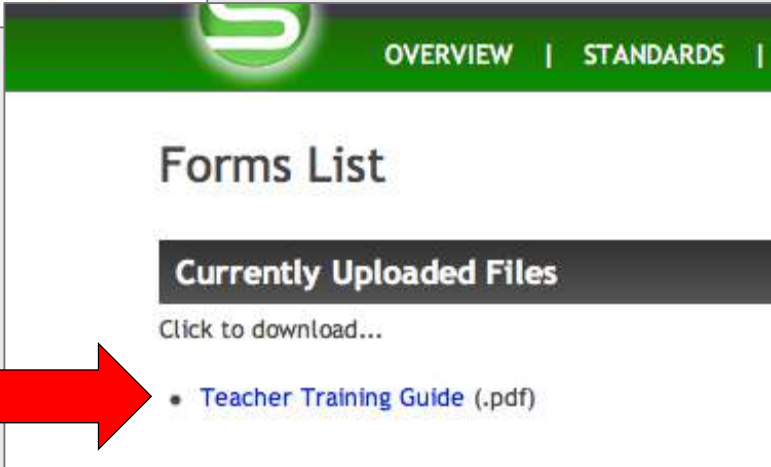
# Standard for Success Uploading Artifacts

When logged in, refer to the Teacher Training FAQ found in your Standard for Success website.

Instructions on how to upload an artifact.



The screenshot shows the top navigation bar of the SFS website. The bar is dark grey with a green 'S' logo on the left. The navigation items are: Home, Support, Forms, New Ticket, and SFS Admin Portal. Below this bar is a green sub-navigation bar with the following items: OVERVIEW, STANDARDS, SELF ASSESSMENT, and LVIS/PGP. A large red arrow points from the 'Forms' link in the top bar down to the 'Forms List' page shown in the next screenshot.



The screenshot shows the 'Forms List' page. The page has a green header with the 'SFS' logo and navigation links for OVERVIEW and STANDARDS. Below the header is a section titled 'Forms List' with a sub-section 'Currently Uploaded Files'. Under this sub-section, there is a link for 'Teacher Training Guide (.pdf)' with a red arrow pointing to it.

1. Click on "Forms"
2. Click on "Teacher Training Guide" to Open Tutorial

# Standard for Success

## Uploading Artifacts

**Standard For Success**  
We make evaluations simple and meaningful.

Sandbox, Scnmucker - ARTIFACT EDITOR **Record Artifact**

When done click Record

Title: GIVE TITLE

You must give it a title

Domains: Domain 1, Domain 2, Domain 3, Domain 4

Standards, Corporation Curriculum Guidelines, and Pedagogy.

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher fulfills the criteria for Level 3 and demonstrates evidence in at least one of the areas	The teacher's plans and practice regularly display knowledge of all three of the following: <ul style="list-style-type: none"><li>content knowledge</li><li>state standards</li><li>corporation curriculum guidelines</li></ul>	The teacher's plan and practice regularly display knowledge of one or two of the following: <ul style="list-style-type: none"><li>content knowledge</li><li>state</li><li>corporation</li></ul>	The teacher's plans and practice rarely or never displays knowledge of any of the following: <ul style="list-style-type: none"><li>content area knowledge</li></ul>
Educational pedagogy, including that specific to the content area, is always considered and used in planning instruction	Appropriate educational pedagogy, including that specific to the content area, is frequently considered or utilized in instructional planning	Approp include content or utilized in instructional planning	or utilized in instructional planning

Description: (1.1.E.1)

Don't forget to add your notes here for each indicator marked

Reminder – You need to tie artifact to indicators (can be more than one)

Teachers *or* Evaluators add artifacts and can map the artifact to one or multiple Performance Indicators in any Domain.

**The Evaluator then reviews the artifact and may apply a rating**

# Summative Evaluation Conference and Comments on Summative Evaluation

- Summative Conference optional for teachers rated Highly Effective or Effective but teacher may request a conference
- Summative Comments optional for teachers rated Highly Effective or Effective
- By May 15 (Guideline)
- Final Evaluation Rating shared at Summative Evaluation Conference
- Primary Student Measure may not be available by the time of the Summative Evaluation Conference (for example: grades 3-8 E/LA and Math)
  - If this is the case, the Summative Evaluation is designated as “In Progress”
- If the teacher is rated Improvement Necessary or Ineffective, the teacher may be placed on a Plan of Assistance with guidance from the Director of Human Resources

# Where do I go when I need assistance?

First, attempt to find the answer in the documents on the District website.

If it is a SFS question, you may find the information under the Support Tab on the SFS website.

If it is a technical (software) SFS question, click the New Ticket tab on the SFS website.

If it is a general question about our Teacher Evaluation System, such as our guidelines, ask your evaluator.

# What are my responsibilities regarding Testing and Assessment Security and Protocols

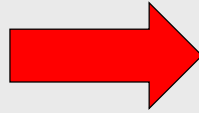
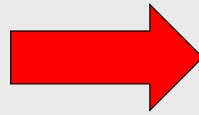
- Teachers giving any state or federally mandated standardized test will be required to review information, and sign a document stating their understanding of acceptable practices and consequences should they fail to follow those practices.
- Additionally, all teachers in the MSDWT must complete the online Safe Schools requirement, and state their understanding (through a digital signature) of District expectations and consequences for failing to meet the expectations.
- When teachers upload Primary and Secondary Measures to SFS at the conclusion of the School Year, they will once again be prompted to affirm their understanding of the above items. Teachers are expected to upload primary and secondary measure data.



# Teacher Evaluation Resources

In addition, you will find:

- All necessary forms and spreadsheets
- Instructions on how to save documents
- General Assistance Documents such as Testing Security and Integrity information



## Forms:

- [MSDWT Assessment Approval \(2 Student Achievement Measures\)](#)
- [MSDWT Assessment Approval \(1 Student Achievement Measure\)](#)
- [MSDWT Teacher Signature – Test Security Local Assessments](#)

## Spreadsheets:

*Note: The spreadsheets do not like blank cells. If you do not have a score with the drop down. If it is AIMSweb KG, enter 0.1 if you do not have a score.*

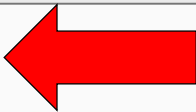
### Elementary Ed Spreadsheets:

#### **AIMSweb:**

- [AIMSweb Test Spreadsheet](#)
- [Kindergarten AIMSweb Letter Sound Fluency Spreadsheet](#)
- [Exporting a Class Roster from Skyward into the Spreadsheet](#)
- [Generating Individual Growth Reports on AIMSweb](#)
- [Inputting R-CBM Data into AIMSweb Spreadsheet](#)
- [Sample Individual Growth Report on AIMSweb](#)
- [Selecting Report Options on AIMSweb](#)

#### **ENL Spreadsheets**

## General Assistance:



- [General Statement on Test Security Procedures and Expectations](#)
- [Saving a Word Document as a PDF](#)
- [Saving an Excel Spreadsheet as a PDF](#)
- [Exporting a Class Roster from Skyward into the Spreadsheet](#)

# Teacher Evaluation Resources

Teachers may access some very helpful documents regarding:

- The **construction** of quality assessment items
- A process to **review assessments** for standards alignment and level of rigor
- A **flowchart** to assist with the design of various types of assessment questions (MC, T/F, Extended Response)

## Test Construction Guidance and Assessment Approval Documents

- [Test Item Review](#)
- [Multiple Choice Examples](#)
- [Flowchart for Multiple Choice](#)
- [8 Takes on Thoughtful Assessment](#)
- [Costa's Levels of Thinking and Questioning](#)

# Teacher Evaluation Resources

1. Please ask your evaluator if you have any questions.
2. If your evaluator is unable to answer the question, he/she will consult the Teaching and Learning Division or Human Resources Office.
3. We will attempt to answer your question as quickly and thoroughly as possible.
4. If you have a Standard for Success question, please use their online help tools first. Their turnaround time on teacher and evaluator support is very timely.
5. Questions may also be submitted to:  
[evaluations@msdwt.k12.in.us](mailto:evaluations@msdwt.k12.in.us)

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# **Thank You!**

**Evaluations may begin after August 15, 2019.**

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