



PENN·HARRIS·MADISON

SCHOOL CORPORATION

The profession that creates all other professions...

Teacher Evaluation Rubric

How are teachers evaluated....?

- 5% school-wide letter grade from IDOE
- 25% student achievement data
- 70% evaluation rubric



PHM Teacher Eval- Domain 1 Planning & Prep

- 1.1 Demonstrate Knowledge of Content, Standards, Corporation Curriculum Guidelines, and Pedagogy
- 1.2 Set Clear, Rigorous, and Measurable Student Achievement Goals
- 1.3 Utilizes Standards-Based Unit Plans and Assessments Utilizing Appropriate, Differentiated Practices
- 1.4 Creates Standards-Driven Lesson Plan, Achievement Goals and Assessments
- 1.5 Track Students Data, Analyze Progress, and Utilize Assessment Data for Continuous Student Planning



PHM Teacher Eval- Domain 2 Instruction

2.1 Expectations for Learning

2.2 Directions and Procedures

2.3 Use of Academic Vocabulary

2.4 Quality of Questions

2.5 Discussion Techniques

2.6 Activities, Assignments, and Student Grouping

2.7 Structure and Pacing

2.8 Monitoring of Student Learning

2.9 Feedback (verbal and/or written) to Students



PHM Teacher Eval- Domain 3 Leadership

3.1 Contribute to School Culture

3.2 Seek Professional Skills and Knowledge

3.3 Advocate for Student Success



PHM Teacher Eval- Domain 4 Core Professionalism

4.1 Attendance

4.2 On-Time Arrival

4.3 Policies

4.4 Respect

4.5 Spoken and Written Language



What are we looking for....

- Passion
- Relationships First
- Focused
- Positive
- Dedicated
- Reflective Learner



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Recruiting & Onboarding

- Marketing Positive Images
- PHM Teacher Job Fair
- Campus Recruiting & College Placement Offices
- Interviews
- Numerous Forms of Professional Development



Professional Development

- Orientation/Onboarding
- Teacher Mentors
- Release Days for New Teachers
- Types of Optional PD
- TLT / IL / Academy Leaders
- Lab Classroom
- Staff Meetings



Instructional Coaching

- Instructional Model
- Curriculum Maps
- Lesson Plan Template
- Observation/Evaluation Rubric



PD in PHM

“Reflecting on the current research, improving teacher practices and increasing student achievement starts with professional development that is ongoing, job-embedded, relevant, and collaborative in nature.”

Joellen Killion



Strengthening our Triangle of Success

One frequent argument against investing in professional development is “What if we develop our teachers and then they leave?”

A better question is “What happens if we don’t develop our teachers and they stay?”

