



Indiana Digital Learning School by k12™

Annual Performance Evaluation Plan

2026-2027

INDLS uses both formal and informal observations to build effective instruction for all students in both Synchronous and Asynchronous modes of instruction.

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Indiana Digital Learning Schools

Vision for High-Quality Instruction

School Vision: Indiana Digital will strive to individualize education for each student while providing a well-developed and routine school day that promotes student success in education and life.

Vision for High-Quality Instruction: The INDLS vision for effective virtual education is that educators leverage innovative technology and Universal Design for Learning tools to deliver engaging, standards based instruction both synchronously and asynchronously, ensuring equitable access and meaningful learning for all students through engaging and interactive lessons focused on student activity.

Key instructional priorities: INDLS prioritizes daily live instruction aligned directly with Asynchronous lessons and clearly defined and available with a focus on accountability for learning.

Outcomes: Effective virtual instruction results in high levels of student interaction, timely feedback, and mastery of priority standards.

Non-negotiable practices:

INDLS increases Live instruction through expectations of:

- Bell to Bell Instruction
- Targeted use of instructional time to highest student needs
- Priority Standard Based Live Instruction
- Student interaction and I Do We Do You Do with prioritization of instructional time on We and You.

INDLS increases Asynchronous instructional Quality through expectations of:

- No Gated lessons
- At least one week of instructional planned out for student view
- Inclusive access to all activities
- Consistent student submission expectations.



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All Instructional Staff participate in bimonthly live observations consisting of 3 short and 1 long formal observation as well as mini walkthroughs focused on student engagement for all observation periods not occupied by a short or long. All Instructional Staff participate in bimonthly A Sync observation with clear and defined expectations, creating consistent student access and engagement strategies defined by the school and provided to all teachers with clear definitions and instructions.



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Synchronous Instructional Framework

Overall INDLS Synchronous Instructional Model

Describe the school's synchronous instructional model and how live instruction is intentionally designed to support, clarify, and extend asynchronous learning rather than replace it.

INDLS supports daily synchronous instruction with the intention to provide holistic learning experiences available and encourage all types of learners to access and interact with in a meaningful way every school day of each academic year. The school provides a routine and consistent school day with all required academic activities available with synchronous support.

Purposeful Use of Live Instruction

Synchronous time is used for instruction and guided practice of priority tested standards aligned to Indiana's state test blueprints. Synchronous time should include Bell to Bell instruction focused on a rhythm of I do, we do, you do, and minimal synchronous time on teacher lecture and direct instruction. The We do and You do period should be prioritized for synchronous instruction and conducted through strategic use of online platforms including Engageli the Zone Canvas and embedded tools.

Indiana Digital employees are expected to be on camera during all live lessons and all meetings, whenever video conferencing is available. On-camera space must be professional, free of audio and visual distractions, and free of all student information. As a consideration for all meeting attendees, employees must make every effort to ensure the full face is visual, enough lighting, reduced background glare, and attentiveness while on camera. Students are strongly encouraged to use camera and discussion between teacher and LC to eliminate any barriers to camera use.

Relationship-Building & Classroom Culture

- Teachers use positive, respectful, and encouraging language to build a safe, supportive environment.
- Patience, empathy, and kindness are consistently demonstrated—even during challenging moments.



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Student-Centered Learning

- Lessons prioritize student exploration and academic discourse.
- Students participate through table sharing, collaborative tasks, and self-reflection.
- Teachers use checks for understanding every 2–3 minutes (polls, whiteboards, chat, mic, breakout rooms).

Teacher Preparation & Instructional Quality

- Teachers begin class on time with materials loaded and transitions planned.
- Lessons include scaffolded activities, mixed media, and purposeful engagement.
- Instruction is aligned to objectives from bell to bell.

Content Knowledge & Relevance

- Teachers demonstrate deep content knowledge and adapt instruction to make learning meaningful.
- Real-world examples, peer-to-peer learning, and student-led activities are incorporated.

Personalized Synchronous Instruction

- Students are offered choice in learning modalities, tasks, or grouping.
- Differentiation is embedded based on student responses and mastery levels.
- Scaffolding supports access to grade-level content.

Real-Time Academic Feedback

- Teachers monitor student thinking and provide specific, actionable feedback.
- Peer feedback is encouraged and structured.
- Feedback is tied directly to mastery of the academic task.



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Instructional Quality & Student Engagement

Instructional quality is defined and described through the [INDLS Minute to Win](#) it walkthrough template which is the most frequent walkthrough for teachers. Administrators visit teacher classrooms and conduct a MITWI approximately 12 times each year. Teachers are expected to design activities that engage students and encourage practice and guided learning.

DOMAIN	OBSERVED AREA CRITERIA, NOTES & SCORES	
1.1 Teacher Connection	The teacher consistently uses language throughout the lesson that promotes a positive, enthusiastic, respectful, safe, and encouraging environment.	
INDLS LOOK FORs	Teacher employs methods and strategies that positively impact student's ability to participate and succeed. Examples: demonstrating patience, empathy, kindness even in challenging situations	
1.3 Academic Expectations	The teacher clearly and consistently communicates throughout the lesson high academic expectations for the quality of student work, effort, and behavior (e.g., provides exemplars, rubrics, and guided practice).	
# of students present		Present in class connect at time of observation
# of students observed one or more		INDLS LOOK FORs: The students are observed answering open ended questions, table sharing, actively working, collaborating, self reflecting, using tools.
% Active Students		0-40%=1; 41-60%=2; 61-80%=3; 81=100% = 4
2.1 State Standards	The teacher consistently makes connections to the state standards and their relationship to the work required of students. Standards are clearly explained and frequently emphasized throughout the lesson (e.g., objectives, activities, exit tickets, homework problems, feedback, and assessments). The teacher connects outcomes to previous and future learning.	
INDLS LOOK FORs	Either objective or learning target clear on slide(s) or obvious in instruction, and aligned to state standards.	
2.3 RIGOR	The teacher provides learning tasks that meet the learning objective(s) and are aligned in complexity and rigor to the state standards. The learning tasks are designed for students to demonstrate strategic thinking (DOK 3) and may include extended thinking (DOK 4).	
INDLS LOOK FORs	Evidence of GRADE LEVEL standards and instruction that includes higher level thinking at DOK 3 or 4	
3.3 Academic Experience	The teacher effectively provides learning experiences throughout the lesson on student exploration, inquiry, and research, and they are the lesson's primary focus.	
Time in Walkthrough		INDLS LOOK FORs: Two way academic interaction including evidence of class wide student participation. Effective Checks for Understanding every 2-3 minutes (polling tools, open ended questions, whiteboard, mic interaction, etc.)
Teacher time in lecture		CALCULATION = minutes teacher speaking in whole or large group during observed minutes/ total minutes observer is present



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Student Centered Learning Experiences %	0-40%=1; 41-60%=2; 61-80%=3; 81-100% = 4
4.2 Teacher Preparation	The teacher is prepared for the lesson, anticipates challenges that may arise, and has a plan to adjust instruction as necessary. The teacher has all necessary materials, an organized structure, and seamless transitions from one activity to another.
INDLS LOOK FORs	<p>On time start, materials loaded, activity present with smooth transitions.</p> <p>Camera on (no exceptions), teacher is clearly visible and in frame, and teaching environment is professional.</p> <p>Bell to bell instruction for all students aligned to objectives (bellringers, exit tickets etc), with planned opportunities for full class participation evident.</p> <p>Lesson is clearly planned out with clear and purposeful activities.</p> <p>Examples: Scaffolded Questions and activities, Mixed Media, Video no more than 3 minutes.</p>
4.4 CONTENT KNOWLEDGE	The teacher is knowledgeable of course content beyond the curriculum and makes 2 or more attempts to adapt instructional content so that it is personally meaningful and relevant to students.
INDLS LOOK FORs	<p>Evidence of planned student led instruction.</p> <p>Examples: Peer to Peer Instruction, real world experiences, student led activities</p>
PERSONALIZED SYNCHRONOUS INSTRUCTION (At least one domain must be observed, up to 3 can be scored)	
3.1 Student Choice	There are 2 opportunities for student choice based on personal preferences and interests designed to encourage student engagement and be integral to achieving the academic goals of the lesson
INDLS LOOK FORs	Examples: choice of learning modalities, choice of table activities or learning scenarios, choice of working individually or with a partner, learning menus, learning centers
3.2 Differentiation	The teacher uses all opportunities within a lesson to differentiate academic activities, resources, or materials based on student feedback and level of mastery
INDLS LOOK FORs	<p>Evidence of grade level content scaffolding</p> <p>Examples: adapting lesson activities based on student responses/needs, discussions, questions, and misconceptions</p>
3.4 Academic Feedback	The teacher effectively monitors student thinking, offers specific feedback directly aligned with the academic task, and provides actionable strategies for students to improve mastery. The teacher encourages high quality feedback among peers.
INDLS LOOK FORs	Real time feedback that includes specific, targeted academic intervention, evidence based follow up to enhance student retention



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Leader Coaching & Professional Learning Support

Describe how leaders support and coach teachers around effective synchronous instruction without using live instruction as an evaluative tool.

INDLS Data Practices

Purpose

All members of INDLS staff respect and understand data to be an element of student communication that allows us to serve student equitably and based on need. Data will be reviewed in a cyclical format to promote a culture of continuous improvement and data driven instruction.

Teacher Based Teams

Scorecards

Weekly data scorecards will be maintained to guide the implementation of data-driven instruction. Team administrators will determine the Scorecards.

Professional Learning Community Norms

Weekly data scorecards will be maintained to guide the implementation of data-driven instruction. Team administrators will determine the Scorecards. INDLS teachers will use an Understanding by Design framework to plan instruction. UbD planning can be identified in a three-step process:

1. identify outcomes
2. identify assessments
3. plan to learn

Identification: Outcomes



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Teachers will identify standards. Each State

Benchmark data is reviewed and aligned to upcoming weeks of instruction. At INDLS teachers will use STAR360 data to identify and align teacher to power standards and student needs. Through this process teachers will ask “What do we want all students to know and be able to do? And How will we know if they learn it?”

Teachers will

- Review curriculum maps for the coming 4-5 weeks of instruction
- Review curriculum for upcoming instructional period and identify anchor standards
- Collaborate on common assessments
- CRQ weekly
- Common Unit Assessments
- Writing focused
- May also be a CRQ
- Can be modified or adapted if all teachers in the prep agree
- Identify evidence of mastery
- CRQ
- Common Rubric
- Common assessments

Identification: Assessments

The instructional cycle will be implemented on an ongoing basis, and data-based evidence of efficacy will be presented. Teachers will seek to answer, “Are students learning the identified objectives? How do I know? What do I need to change?”

Teachers will:

- Track individual data in scorecards
- Common Assessments



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Plan to Learn

Implementation of the instructional cycle will be ongoing and data-based evidence of efficacy will be presented. Teachers will seek to answer “Are students learning the identified objectives? How do I know? What do I need to change?”

Teachers will:

- Review and adapt Curriculum Maps
- Identify areas for reteaching
- Identify extension opportunities
- Plan for differentiated instruction

Analysis

In the results stage Instructional Cycle data collected will be reviewed and aligned the student performance to growth goals. Teachers will seek to answer, “How much growth can be measured by last instructional period?”

Teachers will

- Review participation metrics
- Plan classroom routines to reach students
- Review Common Assessments
- Measure standards mastery
- Collaborate on effective teaching strategies



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Asynchronous Instruction

Overall Asynchronous Instructional Model

As part of INDLS's commitment to Universal Design for Learning (UDL), asynchronous learning is intentionally designed to provide students with flexible, high-quality learning experiences in the mode where they most succeed. Students are supported in both synchronous and asynchronous environments, and asynchronous work time is embedded directly into the master schedule and reinforced by teachers across all grade levels.

Students who attend school from 8:30–3:00 daily have a weekly schedule totaling 32.5 hours. Of this time, 14 hours are dedicated to asynchronous learning, which represents approximately 43% of their total weekly instructional time. This balance ensures students have ample opportunity for independent practice, mastery-based progression, and personalized pacing while still benefiting from strong live instructional support.

Teachers actively support asynchronous learning by:

- Monitoring pacing and progress through weekly scorecards with asynchronous engagement and proficiency metrics. These metrics are reviewed in TBT meetings with Admin and peers.
- Reviewing CRQs, exit tickets, and adaptive program data on scorecards, rigor and quality are verified on [Asynchronous observations](#) conducted biweekly by lead teachers and rolled up into grade band and school proficiency and completion metrics reviewed at biweekly Admin meetings.
- Teacher Support sessions are held every Thursday and Friday for teachers showing need for support on the Asynchronous walkthrough. Teachers receive feedback by end of day Tuesday, asked to fix any areas by Wednesday and provided assistance for this and the coming week in Thursday and/or Friday support sessions. More individualized support is scheduled by the administrator when needed.
- Asynchronous walkthroughs are recorded in excel workbooks for each teacher. Overall performance and needed improvement is included in annual performance review cycle.



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- Providing feedback and reteaching.
- Adjusting pacing or scaffolding based on student needs
- Communicating with students and Learning Coaches
- Offering intervention through WIN sessions, breakout rooms, and targeted outreach

Asynchronous learning is not passive or isolated—it is a structured, teacher-supported component of the instructional model that reinforces mastery, builds independence, and ensures students can access learning in the format that best supports their success.

Documentation, Review & Continuous Improvement

The school reviews asynchronous instructional practices and makes improvements over time.

Indicator to Review	Review Frequency	Role Responsible	Action Step	Verification / Evidence
Curriculum Map Alignment	Every 4–5 weeks (unit cycle)	Teachers & Instructional Leaders	Review upcoming curriculum map units, confirm alignment to anchor standards, adjust pacing based on data	Updated curriculum maps; PLC notes; UbD planning artifacts
Weekly Scorecard Data (pacing, missing work, mastery)	Weekly	Teachers	Identify students off-pace or below mastery; reteach, assign WIN, or adjust asynchronous supports	Scorecards; contact logs; LMS pacing reports
CRQ & Common Assessment Mastery	Weekly (CRQs) / Monthly (Unit Assessments)	Teachers & Instructional Leaders	Analyze mastery trends; plan reteaching or extension; adjust	CRQ rubrics; common assessment data; PLC/TBT analysis



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Indicator to Review	Review Frequency	Role Responsible	Action Step	Verification / Evidence
			synchronous We Do/You Do tasks	
Benchmark & STAR360 Data	Each benchmark window	Teachers, Instructional Leaders, Admin	Align benchmark results to upcoming curriculum map units; adjust grouping and intervention plans	STAR360 reports; benchmark alignment notes; intervention rosters
Participation & Engagement (attendance, log- ins, asynchronous completion)	Weekly	Teachers & Advisors	Identify disengaged students; initiate outreach; reteach routines per Wong & Wong; escalate to tiered supports	Attendance reports; academic tracker; PS notes
Reteaching & Intervention Effectiveness	Bi- weekly	Teachers & Instructional Leaders	Review impact of WIN, small groups, and reteaching; adjust strategies while maintaining curriculum integrity	WIN rosters; intervention notes; post-reteach assessment data
PLC/TBT Data Review	Weekly	Teachers & Instructional Leaders	Use UbD cycle to analyze “Are students learning?” and adjust instruction without altering curriculum sequence	PLC agendas; TBT minutes; UbD evidence (outcomes → assessments → plan to learn)
Gradebook Accuracy & Timeliness	Weekly (24-hour missing work updates)	Teachers	Enter zeros within 24 hours; update grades weekly; ensure families have accurate progress data	Gradebook audit; timestamped entries; communication logs



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Longitudinal Adjustment Tracking Process

A structured longitudinal tracking process is in place to ensure ongoing monitoring and timely instructional adjustments for all learners. Each staff member—including teachers, coordinators, and interventionists—maintains records of key performance metrics for their assigned caseloads using weekly scorecards.

These scorecards track critical indicators over time, including:

- Passing rates
- Student engagement
- Proficiency levels
- Growth metrics

Weekly monitoring across each quarter allows staff to identify trends, measure progress, and respond proactively to student needs. These data points are systematically reviewed and aligned with the benchmark review process to ensure consistency and accuracy.

This combined approach:

- Identifies areas of success and areas requiring additional support
- Provides insight into grade-level and classroom-level performance
- Informs targeted instructional adjustments
- Enables timely and effective interventions at the individual student level

Documentation may include adjustment logs, intervention tracking forms, and progress-monitoring templates to ensure that all actions and outcomes are clearly recorded and used to guide continuous improvement.



Observation and PD Framework

PD and Observation Plan

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Principals:

- K5: Amy Ott-Lutterman
- MS: Alexis Keevers
- HS: Kate Potts
- Alt HS: Toya Wells-Hawkins

Instructional Leadership Team Members:

- Grade Level Principals
- ED: Elizabeth Sliger
- Academics: Maegan Proctor
- Ops: Ethan Brewer
- Sped: Dawn Meador
- Family Support: Angie Armour

Stride Instructional Rubric 2027 used in all formal observations and aligned to informal observation domains

General Teaching Strategies

Strategy	What It Looks Like in Practice	Evidence You Expect to See
Student Engagement	Live Instruction focused on opportunities for student engagement	In any walkthrough teacher direct instruction is a minimal portion of live



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	and teacher management for student interaction	activity and 50%+ of students present can be seen interacting in academic activities.
Transition Management	Intentional planning for student transition into and out of learning periods and activity.	Bell Ringers and Exit Tickets in all class connects along with management of mid class activities with tools such as polling chat and emojis.
Teacher & Peer Modeling	Teachers set an example for professional engagement in classes and make use of Peer Examples to engage all students in best practices.	Teachers make full use of virtual tools including web cam on 100% of the time intentional use of the mic and promoting student examples and peer interaction.
Formative Assessment	Frequent checks for understanding using digital tools; evidence includes polls, quick writes, and real-time adjustments	Polling tools, chat activities and other strategies employed every 2-5 minutes

Instructional Look-Fors During Observations

Look-For	Observable Teacher Actions	Observable Student Actions	Alignment to Rubric Indicator
The teacher consistently uses language throughout the lesson that promotes a positive, enthusiastic, respectful, safe, and encouraging environment.	Examples: demonstrating patience, empathy, kindness even in challenging situations	Students are able to participate and succeed in a positive manner with individualized recognition.	Domain 1.1 Teacher Connection
Clear and consistent communication of high expectations for student learning.	Teachers intentionally design instruction for student engagement and interaction.	The students are observed answering open ended questions, table sharing, actively working, collaborating, self reflecting, using tools.	1.3 Academic Expectations



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Clear connection to priority State Standards and required grade level assessments.	Objective or learning target clear on slide(s) or obvious in instruction, and aligned to state standards.	Successful completion of standards based Exit Ticket or Standards Based Writing Assignment.	2.1 State Standards
Rigorous grade level academic activity	Teacher designs lessons to rigorous grade level standards and provides opportunities to demonstrate learning with DOK 3 and 4 activities	Student interaction with DOK 3 and 4 assessments or instructional activities.	2.3 RIGOR
Preparation for instruction	The teacher has all necessary materials, an organized structure, and seamless transitions from one activity to another.	On time start, interaction with prepared materials.	4.2 Teacher Preparation
Personalized Instruction	Teacher incorporates student choice, differentiated activities and/or real time feedback	Teacher incorporates activities such as learning menus, adapted learning activities to scaffold learning or real time targeted feedback.	Domain 3:

Observation Framework

Walkthrough frequency: Bi weekly live and Asynchronous

Formal observation cadence:

Semester 1:

- 2 short observations
- 6 Mini Walkthroughs
- 7 Asynchronous Checklists



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Semester 2:

- 1 Long Walkthrough
- 1 Short Walkthrough
- 10 Asynchronous Checklists

Pre-observation expectations: INDLS communicates the 2 Week short and long observation windows to all teachers. All teachers are provided with Mini Walkthrough outlines at the beginning of each semester which remain consistent throughout. All Teachers are provided with Asynchronous checklists at the beginning of each semester and for continued biweekly walkthroughs.

Feedback timeline (recommended: within 48 hours): All Feedback is sent to teachers via email within 48 hours of synchronous and asynchronous walkthroughs.

Method for tracking trends: INDLS employs SFS for all live observations and tracks data by grade band and teacher through observation feedback trends. INDLS maintains a spreadsheet for each team of teachers tracking synchronous walkthroughs and tracks data by grade band on weekly scorecards.

Calibration plan for leaders (4 calendar dates and rubric indicators):

Timing	Content	Observations	Participants
August	Rigor	Sept-Oct	All Academic Leaders
October	Evidence of Mastery	Nov Dec	All Academic Leaders
Jan, prior to S2 start	Student Choice	Jan Feb	All Academic Leaders
Feb prior to formal longs	Full review	Feb March	All Academic Leaders

Professional Development Alignment

Top anticipated growth areas:

1. Rigor

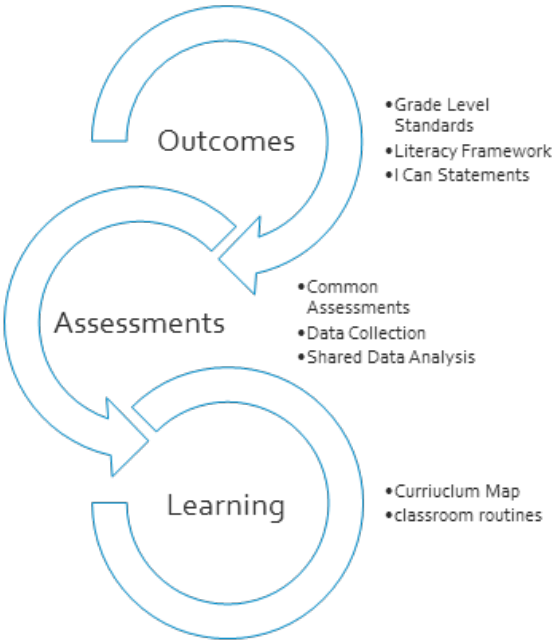


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- 2. Evidence of Mastery
- 3. Student Choice

PD structures (PLC, coaching, modeling, learning walks, etc.):

INDLS PLC Instructional Review Process



Formal Coaching Cycle

Tier	Teachers	Support Strategy	Frequency	Person Responsible
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1	All Teachers	A Synchronous Walkthrough	Bi Weekly	Coaches or Leads
2	Teachers identified on Async walkthrough	Teacher Support	2x per week	Coaches or Leads
2	Targeted Teachers with low engagement and or pass rates	Push in support for classroom engagement strategies	3-4 Days per week	Lead teachers
3	Struggling teachers receiving Teacher support and push in, still showing need	1:1 coaching on virtual instruction, communication & classroom planning	1-2 times per week	AAA
1	All New Teachers	Two week onboarding including one week of shadowing peer	Once per new teacher	Grade Level Instructional Coaches
2	New Teachers as needed	Individual support over next 30-60 days	1-2 times per week	Lead teachers

Exemplars of Strong Practice

Model teachers: Lead teachers in each grade band provide individualized coaching, asynchronous feedback and Mini walkthroughs focused on student engagement.

Peer observation structures: Peer observations once per semester in TBT designed to experience coworker strategies for Synchronous and Asynchronous instruction.

Internal resource bank or video library: Grade level Weebly and teacher onboarding presentations

Staff sharing opportunities: Monthly Teacher Based Team meetings structured around data sharing and instructional collaboration.



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Stride Instructional Rubric

The Stride Instructional Rubric is divided into domains which include:

- Building relationships
- Data-driven practices
- Personalized learning
- Professionalism

These domains include three to four indicators with criteria for evaluating achievement levels during an observation. Each domain includes three to four indicators integral to fostering success in the given domain.

For each indicator, the rubric provides criteria descriptors for evaluating achievement levels during an observation. These descriptors serve as a yardstick for measuring and improving teaching practices. The descriptors differentiate achievement levels are: ineffective, developing, skilled, and accomplished. A thorough understanding of these descriptors provides a solid foundation for meaningful evaluations and effective teacher development.

Domain 1: Building Relationships

Domain 1 focuses on how teachers establish a positive, supportive, and academically focused classroom culture. High-quality practice includes consistently using language that is enthusiastic, respectful, safe, and encouraging, helping students feel connected and valued. Teachers create environments where students regularly engage in cooperative behaviors such as peer feedback, problem-solving, exchanging ideas, and reflecting on their work. Academic expectations are clearly communicated through exemplars, rubrics, and guided practice, ensuring students understand what high-quality work looks like. Overall, this domain emphasizes relational trust, equitable interactions, and clarity of expectations as foundational to student success.



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Domain 2: Data-Driven Practices

Domain 2 evaluates how effectively teachers use standards, evidence, and rigor to drive instruction. Skilled teachers consistently connect lesson objectives, activities, and assessments to state standards, clearly explaining their relevance and reinforcing them throughout the lesson. They provide multiple performance measures—such as short answers, projects, or presentations—to gather evidence of mastery and use that evidence to adjust instruction. Academic rigor is demonstrated through tasks aligned to appropriate Depth of Knowledge (DOK) levels, progressing from recall to strategic and extended thinking. This domain highlights the importance of intentional alignment, varied assessment, and cognitively demanding learning experiences.

Domain 3: Personalized Learning

Domain 3 centers on how teachers tailor instruction to student needs, interests, and mastery levels. Effective teachers integrate meaningful opportunities for student choice that support engagement and contribute directly to academic goals. Differentiation is responsive and ongoing, with teachers adjusting activities, resources, and materials based on student feedback, misconceptions, and demonstrated mastery. Learning experiences prioritize exploration, inquiry, and research rather than teacher-centered talk, allowing students to take ownership of their learning. Academic feedback is specific, actionable, aligned to the task, and often includes structured peer feedback to deepen understanding.

Domain 4: Professionalism

Domain 4 evaluates how teachers demonstrate professionalism through reflection, preparation, collaboration, and content knowledge. Skilled teachers analyze lesson effectiveness using objectives, standards, and evidence of mastery, offering clear suggestions for improvement and anticipating outcomes. They prepare thoroughly for instruction, organizing materials, planning transitions, and proactively addressing potential challenges. Professional interactions are collaborative, focused on student learning, and contribute positively to team growth through shared resources and constructive feedback. Teachers also demonstrate deep content knowledge and make meaningful connections between academic content and students' lives.



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Domain 5: Growth & Impact

Domain 5 measures how teachers use data, feedback, and instructional adjustments to produce measurable student growth. Effective teachers make timely, targeted instructional changes based on exit tickets and other evidence of learning. They engage consistently in data-to-action cycles, implementing instructional strategies and monitoring their impact over time. Teachers track mastery of priority skills, identify patterns of learning and unfinished gaps, and adjust Tier 1 instruction accordingly. Growth is demonstrated through consistent academic progress across measurement periods and student groups, supported by strong feedback loops, instructional ownership, and consistent high-quality practice across settings.



Appendix A: Reference Documents

Stride Learning Instructional Rubric

Stride Learning Instructional Rubric (v.2027)

Domain 1: Building Relationships (25.00%)

1.1 Teacher Connection

Ineffective	Developing	Skilled	Accomplished
The teacher does not use language that promotes a positive, enthusiastic, respectful, safe, and encouraging environment	The teacher rarely uses language throughout the lesson that promotes a positive, enthusiastic, respectful, safe, and encouraging environment.	The teacher occasionally uses language throughout the lesson that promotes a positive, enthusiastic, respectful, safe, and encouraging environment.	The teacher consistently uses language throughout the lesson that promotes a positive, enthusiastic, respectful, safe, and encouraging environment.

1.2 Classroom Environment

Ineffective	Developing	Skilled	Accomplished
There are no opportunities for students to demonstrate positive, cooperative behaviors during whole group, small groups, or student-to-student interactions that promote equity and equality (e.g., provide specific and high-quality peer-to-peer feedback, solve problems, exchange ideas, and reflect on work).	"There are rarely opportunities for students to demonstrate positive, cooperative behaviors during whole group, small groups, or student-to-student interactions that promote equity and equality (e.g., provide specific and high-quality peer-to-peer feedback, solve problems, exchange ideas, and reflect on work).	There are occasionally opportunities for students to demonstrate positive, cooperative behaviors during whole group, small groups, or student-to-student interactions that promote equity and equality (e.g., provide specific and high-quality peer-to-peer feedback, solve problems, exchange ideas, and reflect on work).	There are consistently opportunities for students to demonstrate positive, cooperative behaviors during whole group, small groups, or student-to-student interactions that promote equity and equality (e.g., provide specific and high-quality peer-to-peer feedback, solve problems, exchange ideas, and reflect on work).

1.3 Academic Expectations

Ineffective	Developing	Skilled	Accomplished
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The teacher does not effectively communicate academic expectations for the quality of student work, effort, and behavior (e.g., rubrics and guided practice are not utilized, leading to a lack of clarity regarding expectations).

The teacher rarely communicates academic expectations for the quality of student work, effort, and behavior (e.g., rubrics and guided practice are rarely used during the lesson).

The teacher occasionally communicates academic expectations for the quality of student work, effort, and behavior, but there are some inconsistencies (e.g., rubrics and guided practice are used intermittently throughout the lesson).

The teacher clearly and consistently communicates throughout the lesson high academic expectations for the quality of student work, effort, and behavior (e.g., provides exemplars, rubrics, and guided practice).

Domain 2: Data Driven Practices (25.00%)

2.1 State Tested Standards

Ineffective	Developing	Skilled	Accomplished
The teacher does not make connections to the state standards and their relationship to the work required of students. Standards are not explained or emphasized throughout the lesson (e.g., objectives, activities, exit tickets, homework problems, feedback, and assessments).	The teacher rarely makes connections to the state standards or their relationship to the work required of students. Standards are infrequently explained or emphasized throughout the lesson (e.g., objectives, activities, exit tickets, homework problems, feedback, and assessments).	The teacher consistently makes connections to the state standards and their relationship to the work required of students. Standards are clearly explained and frequently emphasized throughout the lesson (e.g., objectives, activities, exit tickets, homework problems, feedback, and assessments).	The teacher consistently makes connections to the state standards and their relationship to the work required of students. Standards are clearly explained and frequently emphasized throughout the lesson (e.g., objectives, activities, exit tickets, homework problems, feedback, and assessments). The teacher connects outcomes to previous and future learning.

2.2 Evidence of Mastery

Ineffective	Developing	Skilled	Accomplished
The teacher provides 1 different and appropriate performance measure for students to demonstrate mastery of the content standard (e.g., short answer, multiple-choice, essay, presentation, or project).	The teacher provides 2 different and appropriate performance measures throughout the lesson for students to demonstrate mastery of the content standard (e.g., short answer, multiple-choice, essay, presentation, or project).	The teacher provides 3 different and appropriate performance measures for students to demonstrate mastery of the content standard (e.g., short answer, multiple-choice, essay, presentation, or project).	The teacher provides 3 different and appropriate performance measures for students to demonstrate mastery of the content standard (e.g., short answer, multiple-choice, essay, presentation, or project). The teacher uses the evidence to inform their practice.

2.3 Academic Rigor

Ineffective	Developing	Skilled	Accomplished
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The teacher does not provide learning tasks that meet the learning objective(s) and are aligned in complexity and rigor to the state standards, or the learning tasks are designed for students to demonstrate recall only (DOK 1).

The teacher provides learning tasks that meet the learning objective(s) and are aligned in complexity and rigor to the state standards. The learning tasks are designed for students to demonstrate recall (DOK 1) and may include some mastery of a skill/concept (DOK 2).

The teacher provides learning tasks that meet the learning objective(s) and are aligned in complexity and rigor to the state standards. The learning tasks are designed for students to demonstrate mastery of a skill/concept (DOK 2) and may include some strategic thinking (DOK 3).

The teacher provides learning tasks that meet the learning objective(s) and are aligned in complexity and rigor to the state standards. The learning tasks are designed for students to demonstrate strategic thinking (DOK 3) and may include extended thinking (DOK 4).

Domain 3: Personalized Learning (25.00%)

3.1 Student Choice

Ineffective	Developing	Skilled	Accomplished
There is no opportunity for student choice.	There is an opportunity for student choice based on personal preferences and interests to encourage student engagement, but it is not integral to achieving the academic goals of the lesson.	There is 1 opportunity for student choice based on personal preferences and interests designed to encourage student engagement and be integral to achieving the academic goals of the lesson (e.g., choice of learning modalities, choice of BOR or learning scenarios, choice of working individually or with a partner, learning menus, learning centers).	There are 2 opportunities for student choice based on personal preferences and interests designed to encourage student engagement and be integral to achieving the academic goals of the lesson (e.g., choice of learning modalities, choice of BOR or learning scenarios, choice of working individually or with a partner, learning menus, learning centers).

3.2 Differentiation

Ineffective	Developing	Skilled	Accomplished
The teacher does not differentiate based on student feedback and level of mastery.	The teacher attempts to differentiate academic activities, resources, or materials within a lesson but not based on student feedback and level of mastery (e.g., adapting lesson activities based on student responses, discussions, questions, and misconceptions).	The teacher differentiates academic activities, resources, or materials within a lesson based on student feedback and level of mastery, but there are several missed opportunities (e.g., adapting lesson activities based on student responses, discussions, questions, and misconceptions).	The teacher uses all opportunities within a lesson to differentiate academic activities, resources, or materials based on student feedback and level of mastery (e.g., adapting lesson activities based on student responses, discussions, questions, and misconceptions).

3.3 Learning Experiences



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Ineffective	Developing	Skilled	Accomplished
The teacher provides no learning experiences within the lesson for students to explore, inquire, or research. Sessions are mostly “teacher talk.”	The teacher attempts to provide learning experiences for students to explore, inquire, or research.	The teacher effectively provides learning experiences for students to explore, inquire, or research, but they remain secondary to the lesson’s primary focus.	The teacher effectively provides learning experiences throughout the lesson on student exploration, inquiry, and research, and they are the lesson’s primary focus.

3.4 Academic Feedback

Ineffective	Developing	Skilled	Accomplished
The teacher does not actively monitor student thinking, offer feedback, or the feedback is not specific.	The teacher attempts to monitor student thinking and offers specific feedback. Feedback may not be aligned with the academic task and/or does not provide actionable strategies for students to improve mastery.	The teacher effectively monitors student thinking, offers specific feedback directly aligned with the academic task, and provides actionable strategies for students to improve mastery.	The teacher effectively monitors student thinking, offers specific feedback directly aligned with the academic task, and provides actionable strategies for students to improve mastery. The teacher encourages high-quality feedback among peers.

Domain 4: Professionalism (25.00%)

PD Mapped Items [show/hide](#)

4.1 Reflective Teaching

Ineffective	Developing	Skilled	Accomplished
In a post-lesson reflection, the teacher does not recognize the lesson’s effectiveness and is unable to provide suggestions for how instruction could be improved.	In a post-lesson reflection, the teacher can recognize the lesson’s effectiveness or ineffectiveness. However, the teacher is unable to make suggestions of what could be tried another time when the lesson is taught.	In a post-lesson reflection, the teacher can determine the lesson’s effectiveness by looking at the learning objectives, how they align with state standards, and if students demonstrated mastery of those objectives. The teacher makes 1-2 specific suggestions of what could be tried another time the lesson is taught but is unable to anticipate possible outcomes based on these changes.	In a post-lesson reflection, the teacher can determine the lesson’s effectiveness by looking at the learning objectives, how they align with state standards, and if students demonstrated mastery of those objectives. The teacher can give more than 2 specific examples from the lesson and offer different options to improve the lesson. The teacher can also anticipate possible outcomes based on these changes.

4.2 Teacher Preparation

Ineffective	Developing	Skilled	Accomplished
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The teacher is not prepared for the lesson. (i.e., incorrect materials, inaccurate timing of tasks, or unfamiliar with tools)	Teacher has materials prepared for the lesson. However, it lacks organization and transitions from one activity to another.	The teacher is prepared for the lesson with all necessary materials, an organized structure, and seamless transitions from one activity to another.	The teacher is prepared for the lesson, anticipates challenges that may arise, and has a plan to adjust instruction as necessary. The teacher has all necessary materials, an organized structure, and seamless transitions from one activity to another.
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4.3 Professional Interactions

Ineffective	Developing	Skilled	Accomplished
The teacher does not collaborate, or conversations often lack focus on improving student learning.	The teacher rarely collaborates with colleagues in ways focused on improving student learning and supporting productive team efforts.	The teacher consistently and effectively collaborates with colleagues regarding evidence of student learning, improves personal and team practices, and seeks other learning opportunities.	The teacher consistently and effectively collaborates with colleagues regarding evidence of student learning, improves personal and team practices, and seeks other learning opportunities. The teacher actively supports purposeful growth of their colleagues (e.g., provides constructive feedback, builds positive relationships, shares resources, and takes initiative).

4.4 Content Knowledge

Ineffective	Developing	Skilled	Accomplished
The teacher is not knowledgeable of course content beyond the curriculum.	The teacher is knowledgeable of course content beyond the curriculum. However, there are no attempts to make a connection with the content to the lives of students.	The teacher is knowledgeable of course content beyond the curriculum and makes 1 attempt to adapt instructional content so that it is personally meaningful and relevant to students.	The teacher is knowledgeable of course content beyond the curriculum and makes 2 or more attempts to adapt instructional content so that it is personally meaningful and relevant to students.

Domain 5: Growth & Impact (20.00%)

5.1 Instructional Responsiveness

Ineffective	Developing	Skilled	Accomplished
The teacher does not adjust instruction based on exit tickets and other evidence of student learning.	The teacher makes delayed, inconsistent, or infrequent instructional adjustments based on exit tickets and other evidence of student learning.	The teacher consistently makes timely instructional adjustments based on exit tickets and other evidence of student learning.	The teacher consistently uses emerging exit ticket data and other evidence of student learning to make timely, targeted instructional adjustments that address specific misconceptions or learning needs.



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5.2 Data to Action Cycles

Ineffective	Developing	Skilled	Accomplished
The teacher does not meaningfully engage in data cycles or translate identified data patterns into instructional action.	The teacher inconsistently engages in data cycles, or instructional actions are not clearly connected to identified data patterns.	The teacher actively engages in data cycles to implement targeted instructional actions and monitor their impact on student learning.	The teacher sustains ongoing data-to-action cycles to refine instructional actions and determine next steps, resulting in measurable evidence of impact on student learning.

5.3 Skill Mastery Progression

Ineffective	Developing	Skilled	Accomplished
The teacher does not track student progress toward mastery of priority skills and standards or does not have a clear system for doing so.	The teacher inconsistently tracks student progress toward mastery of priority skills and standards, resulting in limited alignment between Tier 1 instruction and identified skill gaps.	The teacher tracks student progression toward mastery of priority skills and standards and uses this evidence to adjust Tier 1 instruction based on the identified needs of most students.	The teacher systematically tracks student progression toward mastery of priority skills and standards, identifies patterns of mastery and unfinished learning across students and student groups, and uses these patterns to strengthen Tier 1 instruction and accelerate mastery for all students.

5.4 Student Growth Movement

Ineffective	Developing	Skilled	Accomplished
Student data shows little to no measurable academic growth across measurement periods (BOY to MOY, MOY to EOY, etc.).	Student data shows some measurable academic growth, but growth is inconsistent across measurement periods or student groups.	Student data demonstrates consistent, measurable academic growth across measurement periods and student groups.	Student data shows academic growth that meets or exceeds expectations across students and student groups, and is sustained through subsequent measurement periods.

5.5 Instructional Adjustment & Feedback Loop

Ineffective	Developing	Skilled	Accomplished
The teacher does not apply feedback to instruction, or there are no visible changes in practice.	The teacher attempts to apply coaching feedback, but changes in instructional practice are inconsistent or superficial. The teacher does not evaluate the changes on student learning.	The teacher applies coaching feedback to make visible changes in instructional practice and examines the impact of the changes on student learning.	The teacher applies coaching feedback to make visible changes in instructional practice, examines the impact on student learning, and uses the results to further refine practice.

5.6 Instructional Ownership



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Ineffective	Developing	Skilled	Accomplished
The teacher relies heavily on the coach to identify areas for instructional improvement and determine next steps. There is limited independent decision-making.	The teacher shows emerging independence in identifying areas for instructional improvement and identifying next steps, but requires significant support from the coach.	The teacher identifies areas for instructional improvement and determines next steps with minimal support from the coach.	The teacher operates as a self-directed practitioner, independently identifying areas for instructional improvement and determining next steps.

5.7 Consistency of Instructional Practice

Ineffective	Developing	Skilled	Accomplished
The teacher demonstrates significant inconsistency in instruction or variation in instructional quality across instructional settings and student groupings.	The teacher demonstrates some consistency in instructional quality across instructional settings and student groupings, but some gaps or inconsistencies remain.	The teacher maintains consistent, quality instruction across instructional settings and student groupings that meets most student needs.	The teacher maintains a high level of consistently rigorous and responsive instruction across all instructional settings, lessons, and student groupings over time.

INDLS Minute To Win IT Rubric

DOMAIN	OBSERVED AREA CRITERIA, NOTES & SCORES	
1.1 Teacher Connection	The teacher consistently uses language throughout the lesson that promotes a positive, enthusiastic, respectful, safe, and encouraging environment.	
INDLS LOOK FORs	Teacher employs methods and strategies that positively impact student's ability to participate and succeed. Examples: demonstrating patience, empathy, kindness even in challenging situations	
1.1 DOMAIN SCORE		NOTES:
1.3 Academic Expectations	The teacher clearly and consistently communicates throughout the lesson high academic expectations for the quality of student work, effort, and behavior (e.g., provides exemplars, rubrics, and guided practice).	



Indiana Digital Learning Schools

# of students present		Present in class connect at time of observation
# of students observed one or more		INDLS LOOK FORs: The students are observed answering open ended questions, table sharing, actively working, collaborating, self reflecting, using tools.
% Active Students	#DIV/o!	0-40%=1; 41-60%=2; 61-80%=3; 81=100% = 4
1.3 DOMAIN SCORE	#####	NOTES:
2.1 State Standards	The teacher consistently makes connections to the state standards and their relationship to the work required of students. Standards are clearly explained and frequently emphasized throughout the lesson (e.g., objectives, activities, exit tickets, homework problems, feedback, and assessments). The teacher connects outcomes to previous and future learning.	
INDLS LOOK FORs	Either objective or learning target clear on slide(s) or obvious in instruction, and aligned to state standards.	
2.1 DOMAIN SCORE		NOTES:
2.3 RIGOR	The teacher provides learning tasks that meet the learning objective(s) and are aligned in complexity and rigor to the state standards. The learning tasks are designed for students to demonstrate strategic thinking (DOK 3) and may include extended thinking (DOK 4).	
INDLS LOOK FORs	Evidence of GRADE LEVEL standards and instruction that includes higher level thinking at DOK 3 or 4	
2.3 DOMAIN SCORES		NOTES:
3.3 Academic Experience	The teacher effectively provides learning experiences throughout the lesson on student exploration, inquiry, and research, and they are the lesson's primary focus.	
Time in Walkthrough		INDLS LOOK FORs: Two way academic interaction including evidence of class wide student participation. Effective Checks for Understanding every 2-3 minutes (polling tools, open ended questions, whiteboard, mic interaction, etc.) CALCULATION = minutes teacher speaking in whole or large group during observed minutes/ total minutes observer is present
Teacher time in lecture		
Student Centered Learning Experiences %	#DIV/o!	0-40%=1; 41-60%=2; 61-80%=3; 81=100% = 4



Indiana Digital Learning Schools

3.3 DOMAIN SCORE	#####	NOTES:
4.2 Teacher Preparation	The teacher is prepared for the lesson, anticipates challenges that may arise, and has a plan to adjust instruction as necessary. The teacher has all necessary materials, an organized structure, and seamless transitions from one activity to another.	
INDLS LOOK FORs	<p>On time start, materials loaded, activity present with smooth transitions.</p> <p>Camera on (no exceptions), teacher is clearly visible and in frame, and teaching environment is professional.</p> <p>Bell to bell instruction for all students aligned to objectives (bellringers, exit tickets etc), with planned opportunities for full class participation evident.</p> <p>Lesson is clearly planned out with clear and purposeful activities.</p> <p>Examples: Scaffolded Questions and activities, Mixed Media, Video no more than 3 minutes.</p>	
4.2 DOMAIN SCORE		NOTES:
4.4 CONTENT KNOWLEDGE	The teacher is knowledgeable of course content beyond the curriculum and makes 2 or more attempts to adapt instructional content so that it is personally meaningful and relevant to students.	
INDLS LOOK FORs	<p>Evidence of planned student led instruction.</p> <p>Examples: Peer to Peer Instruction, real world experiences, student led activities</p>	
4.4 DOMAIN SCORE		NOTES:
PERSONALIZED SYNCHRONOUS INSTRUCTION		
(At least one domain must be observed, up to 3 can be scored)		



Indiana Digital Learning Schools

3.1 Student Choice	There are 2 opportunities for student choice based on personal preferences and interests designed to encourage student engagement and be integral to achieving the academic goals of the lesson	
INDLS LOOK FORs	Examples: choice of learning modalities, choice of table activities or learning scenarios, choice of working individually or with a partner, learning menus, learning centers	
3.1 DOMAIN SCORE		NOTES:
3.2 Differentiation	The teacher uses all opportunities within a lesson to differentiate academic activities, resources, or materials based on student feedback and level of mastery	
INDLS LOOK FORs	Evidence of grade level content scaffolding Examples: adapting lesson activities based on student responses/needs, discussions, questions, and misconceptions	
3.2 DOMAIN SCORE		NOTES:
3.4 Academic Feedback	The teacher effectively monitors student thinking, offers specific feedback directly aligned with the academic task, and provides actionable strategies for students to improve mastery. The teacher encourages high quality feedback among peers.	
INDLS LOOK FORs	Real time feedback that includes specific, targeted academic intervention, evidence based follow up to enhance student retention	
3.4 DOMAIN SCORE		NOTES:
OBSERVATION INFORMATION: TYPE OF OBSERVATION: M2WI Class/Section Observed: Time In: Time Out: OBSERVED BY:		FEEDBACK: