Clay Community Schools
Teacher Evaluation
&
Test Security / Ethical Practices
Handbook
2017 - 2018

Teacher Evaluation Handbook

Clay Community Schools Mission

Clay Community Schools exists to meet the individual educational needs of the children of the community by providing a program to develop the skills necessary to pursue post-secondary ambitions including expanded college education, technical training or successful job placement. Graduates of Clay Community Schools will have the capacity to succeed in a global society and to be contributing members of their communities. Clay Community Schools shall develop and maintain a standard of excellence in its educational program by developing highly effective educators who will encourage a high level of expectation for each student's performance.

Core Beliefs on Teacher Performance Evaluations

1. Nothing the Clay Community Schools can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
2. Teachers deserve to be treated like professionals. Clay Community Schools is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

Legislative Context

- The Indiana legislature passed IC 20-28-11.5, a law relating to the evaluation of all certified staff.
- The law stipulates 3 main requirements:
    - Every certified employee must receive an evaluation annually;
    - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
    - Every evaluation system must incorporate measures of student growth and achievement as a significant portion of a teacher's evaluation.

Evaluation Steps

Step 1 – Beginning-of-Year Conference

The teacher meets with the primary evaluator near the beginning of the school year. The purpose of the meeting is to:

- Review the evaluation process and
- Identify and have approved the student starting points (Appendix H)
- Approval of assessment to be used to determine student mastery (Appendix D – G if using a school-based assessment)
- *Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

Step 2 – Classroom Observations – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.
The following table indicates **minimum requirements** for observations.

Observation Type	Duration (Minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended	40	1 per year Minimum	Optional	Yes	Within 5 days	1st one
Short	10	1 per year Minimum	No	No	Within 2 days	No

Step 3 – Mid-Year Conference (teacher's request or evaluator's discretion)

This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far. This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations.

Step 4 – Teacher Effectiveness Rubric: Scoring

A. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning and leadership. Teachers will use Appendix M as evidence of incorporating measures of student growth and achievement.

B. **The primary evaluator uses professional judgment to establish three final ratings in Planning, Instruction, and Leadership.** After collecting evidence, the primary evaluator must use professional judgment to assess the teacher and assign a rating in each competency within the first three domains. The final three domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the evidence collected to support the final decision.

Overall Ratings for Each Teacher Effectiveness Rubric Domain
Each of these domains will be scored based on evidence collected within the evaluation process as either:
- Highly Effective (4)
- Effective (3)
- Improvement Necessary (2)
- Ineffective (1)

Domains 1-3 Weighted Scores

Domain	Rating (4-1)	Weight	Weighted rating
Domain 1 – Planning		15%	
Domain 2 - Instruction		75%	
Domain 3 - Leadership		10%	
Final Score for Domains 1 - 3			

*Core Professionalism

If evidence supports the teacher fails to meet **any** of the following core professionalism criteria, then 1 point will be deducted from their Teacher Effectiveness Rubric score:

- Attendance
- On-time Arrival
- Policies and Procedures
- Respect

Step 5: Summative Teacher Evaluation Scoring – The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures - School-wide Letter Grade and Growth Model Data (if applicable) in order to calculate a final rating.
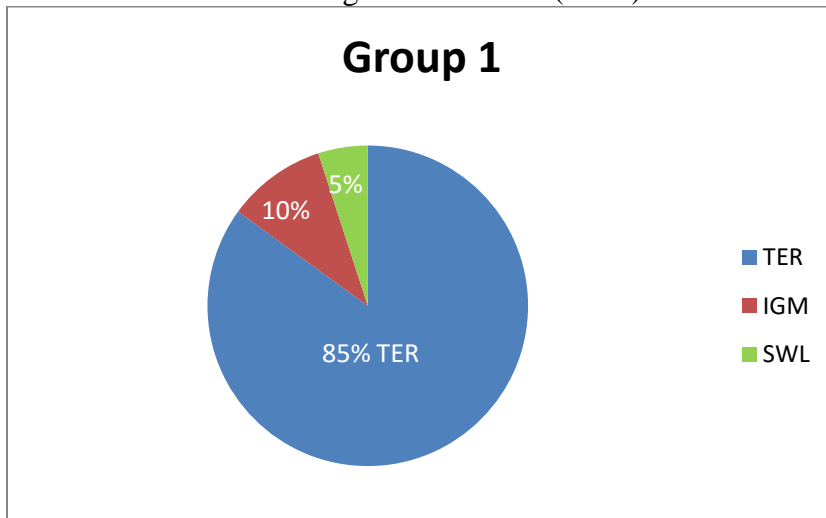
Weighting of Measures

GROUP I = Growth Model Teachers
85% Teacher Effectiveness Rubric (TER) – Observations
10% Individual Growth Model data (IGM) – DOE data
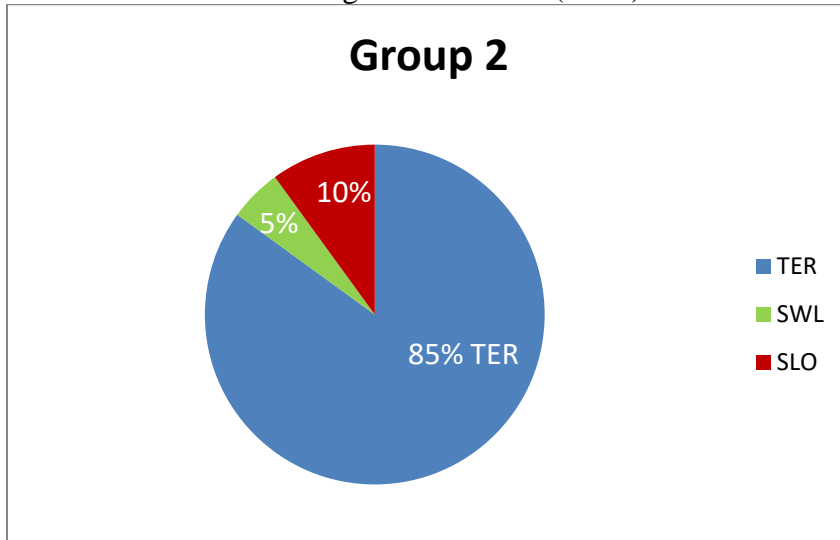 5% School-wide Learning Measure Data (SWL) – DOE A-F rating by building

GROUP II = All Other Teachers
85% Teacher Effectiveness Rubric (TER) – Observations
10% Student Learning Objectives (SLO)
  5% School-wide Learning Measure Data (SWL) – DOE A-F rating by building

Group 2

Pie chart:
- 85% TER (blue)
- 5% SWL (green)
- 10% SLO (red)

Legend:
■ TER
■ SWL
■ SLO

Overall Ratings for Student Learning Measures
Measure: *School-wide Learning Measure (SWL)* – IDOE's A-F Ratings
- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

Measure: *Individual Growth Model (IGM) / Student Learning Objective (SLO)* – IDOE's 1-4 Ratings
- Highly Effective = 4
- Effective = 3
- Needs Improvement = 2
- Ineffective = 1

Summative Evaluation

Component	Raw Score	Group I Weight	Group II Weight	Weighted Score
TER		85%	85%	
IG Model (if applicable)		10%	N/A	
SLO (If applicable)		N/A	10%	
SWL Measure		5%	5%	
Sum of the weighted scores				

Ineffective	Improvement necessary	Effective	Highly Effective
1.0 – 1.75 Points	1.76 – 2.5 Points	2.51 – 3.5 Points	3.51 – 4.0 Points

Step 6: End-of-year summative evaluation conference – The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven days of the end-of-year summative evaluation conference.

Teacher Checklist

Beginning of the Year (Each semester if classes change)	1st 20 Student Days of school, or as data becomes available	Identification and approval of student starting points for Group II teachers (Appendix H)	
Beginning of the Year (Each semester for if classes change)	1st 20 Student Days of school	Approval of assessment to be used to determine student mastery (Appendix D – G if using a school-based assessment)	
1st or 2nd Semester*	1st or 2nd Semester	Short Observation	
1st or 2nd Semester*	1st or 2nd Semester	Extended Observation	
Before the end of the 1st Semester	December	Mid-Year Conference (optional unless requested by either teacher or evaluator)	
End 2nd Semester	May	Teacher Effectiveness Rubric scored	
As soon as all data is received from the state	Your guess is as good as mine ☺	Summative Evaluation Completed	

*Evaluators must perform a Short or an Extended Observation each semester. The observations must be completed in a timely manner that allows teachers to request and participate in a mid-year and end-of-the year conference.

Observation Type	Duration (Minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended	40	1 per year Minimum	Optional	Yes	Within 5 days	1st one
Short	10	1 per year Minimum	No	No	Within 2 days	No

Primary Components for Assessing Teacher Performance

1. **Professional Practices** – The extent to which a teacher executes a set of core competencies (including content) through observations of teacher and student actions and document reviews. This is an assessment of instructional knowledge and skills. Three (3) domains are evaluated to determine professional practices. Those domains are :
   - Domain 1: Purposeful Planning,
   - Domain 2: Effective Instruction, and
   - Domain 3: Leadership

In addition, a fourth competency of Core Professionalism is included. The Teacher Effectiveness Rubric (TER) will be the tool of choice for the purpose of determining teacher overall professional practices rating.

2. **Student Learning Measures** – Objective measures of student achievement and growth to significantly inform the evaluation. Three (3) measures are used in order to assess this area. Those areas are as follows:
   - Individual Growth Model (IGM),
   - School-Wide Learning (SWL), and
   - Student Learning Objectives (SLO)

Core Professionalism

If all professionalism expectations are met as prescribed by the Teacher Effectiveness Rubric, the score determined from Domains 1-3 will be employed. If evidence supports the teacher fails to meet **any** of the core professionalism criteria within, then 1 point will be deducted from their Teacher Effectiveness Rubric score. If subtracting a point from the overall score would result in a person dropping below a 1.0 then the score shall be reported as 1.0. The core professionalism standards from the Teacher Effectiveness Rubric document are:
- **Attendance**
- **On-time Arrival**
- **Policies and Procedures**
- **Respect**

Attendance for Core Professionalism Domain:

1.) A teacher is granted 8 sick leave days and 3 personal days each year. These days may be used without affecting the attendance portion of the Core Professionalism Domain in evaluation if they are taken in accordance with CCS policies. More than 3 consecutive sick days requires a doctor's slip.

2.) If an employee is absent for more than 5 consecutive days, the employee must file for Family Medical Leave if eligible or Medical Leave if not eligible for Family Medical Leave or the **days will be considered unpaid**. If this procedure is not followed, it will affect the Policies and Procedures portion of the Core Professionalism Domain.

3.) Any days used over the 11 appropriated days in one school year will be considered unprofessional for the Attendance portion of the Core Professionalism Domain (This includes sick days, personal days, and professional days but DOES NOT include bereavement days and excused leave days). Serious Illness: If an employee is granted Family Medical Leave (FMLA) – those days will not count in the total number of days considered for the Core Professionalism Domain.

4.) To use accumulated sick leave, (more than 8 sick days in any school year) appropriate Medical Leave or FMLA must be requested or days must be pre-approved by the teacher's principal before they are taken. All appropriate documentation MUST be on file with the personnel office of Clay Community Schools or absences will be considered unpaid.

5.) If a teacher takes unpaid leave of any type (other than that defined under FMLA), this will be considered "unprofessional" and will deduct the 1 point from the Core Professionalism Domain.

6.) After any type of surgery or any illness of more than 5 Consecutive days of absences, a release to return to work is required for the employee to return to their position. **CHECK** the release to return to work statement given by physician:
   a. If the release states you can come back on a given date, then the employee is expected to return to work **on that date**.
   b. An employee **CANNOT** return to work on a date **BEFORE** the date indicated on the release to return to work.

Student Learning Overview

Student learning is a teacher's contribution to academic progress over the course of the school year. Student learning will be based on multiple measures. Those measures include the following:

A. *Indiana Growth Model Data-* The Indiana Growth model is a statistical way to determine how much change in ISTEP+ scores is equal to one year of student learning. It answers the question "how much did a student learn in a school year?" The Indiana Growth Model takes a student's ISTEP+ score in "the previous year" and groups all students in the state who earned the exact same score. These students "current year" scores are compared to the other students in the group to calculate growth. Growth is reported in percentiles. When calculating rating for Indiana Growth Model Data, we will utilize the DOE approved formula.

B. *School-wide Learning Measure-* School-wide learning invests all individuals in the success of a building's students. This measure is designed to be something that everyone can contribute to regardless of grade level or subject matter. The school-wide grade counts equally for all teachers. It is aligned to the A-F accountability policy. When calculating rating for School-wide Learning Measure, we will utilize the DOE approved formula. *** A traveling teacher's school-wide grade will be a calculation based upon the percentage of time spent teaching in each of the multiple buildings. For example, if a teacher is teaching in building 1 for 1/5, building 2 for 1/5, and building 3 for 3/5, then the school-wide grade for building 1 will count for 20% of the teacher's grade, building 2 will count for 20% of the teacher's grade, and building 3 will count for 60% of the teacher's grade.**

C. *Student Learning Objectives*- Student learning objectives are targets of student growth and achievement set at the start of the school year that teachers and students work towards throughout the year. All teachers of non-growth model courses will have student learning objectives.

Selection and Weight of Measures

The use and weighting of student measures shall directly relate the assessments that most accurately measure student learning according to the following priority:

1. Where a state exam exists, this shall be used as the primary measure. If data from state exams are available, that data must be used and weighted more than other sources of student learning measures;

2. Where a state exam does not exist, the primary measure shall be an exam developed or procured by a corporation that is used for common grades and subjects;

3. Only when there is no state, corporation, or school exam shall a corporation utilize class-specific, teacher-created exams as a primary measure of student learning for evaluation purposes;

4. Where individual state assessments growth data is available, we will incorporate this data in summative ratings and give this data a higher weight than other student learning measures that may be included;

5. Any deviation from the above hierarchy requires building principal approval in writing.

   *The value and weight of the standards and the data component will be dependent on areas taught by teacher (thus determining group outlined above)

Student Learning

A teacher's primary professional responsibility is to ensure that students learn. Therefore, measures of student learning will play a predominant role in teacher evaluations in Clay Community Schools. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students. Achievement and growth will be defined as:

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or bar that is the same for all students, regardless of where they begin.

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based upon baseline performance.

The process of setting student learning objectives requires teachers to create standards-aligned goals and to use assessments to measure student progress. A student learning objective is a long-term academic goal that individual teachers and evaluators set for groups of students. It must be:
   o Specific and measurable
   o Based on available prior student learning data

o Aligned to state standards when available
o Based on growth and achievement whenever possible

There are two student learning objectives in RISE. The **class student learning objective** is a mastery goal based on students' starting point for a class or classes of students covering all of the Indiana content standards for the course. The **targeted student learning objective** is a growth and/or mastery goal that targets students beginning the class at a low level of preparedness.

The class and targeted student learning objectives complement each other: whereas the former focuses on the learning of all students, the latter helps teachers support those students who need it most and focus on the type of content they most need.

Class Student Learning Objective (Appendix I)
The class student learning objective is both an achievement- and growth-based goal. Class student learning objectives are essentially achievement goals which also take into consideration the students' starting points in order to set a learning objective for the entire class that is both ambitious and feasible.
When establishing class learning objectives, the following hierarchy will be utilized in selection of appropriate test:
1. State assessments
2. Common corporation assessments
3. Common school assessments
4. Classroom assessments

Targeted Student Learning Objective (Appendix J)
The targeted student learning objective focuses on students entering class behind grade level or low in course readiness. It can be either an achievement- or growth-based goal. When establishing targeted student learning objectives, teachers and evaluators may choose an assessment from any level of the above hierarchy.

Prior to establishing the targeted learning objective, the teacher must answer the following questions:
-What is the target population? (Teachers must target students that begin the course inadequately prepared. In most cases, the target population will be all students who begin the course at a low level of preparedness. If no student begins the course at this level, then the teacher may target a different subset of students.)
-What are the targeted Indiana or Common Core Content Standards? (Teachers may choose to focus on a few key standards or all standards)
-Which assessment best assesses the targeted population and/or content standards? (The teacher may choose any assessment that is approved by the evaluator, which may not be the same assessment used for the Class Objective.)

Unlike the Class Student Learning Objective, teachers do not have to define what specific student outcomes are necessary to be rated Highly Effective, Effective, Improvement Necessary, and Ineffective. Instead, a teacher's effectiveness on the Targeted Objective is determined by the extent his or her stated goal is met or exceeded.

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Targeted Objective	The teacher has surpassed expectations in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.	The teacher has demonstrated an impact on student learning, but has not fully met the expectation described in the Student Learning Objective.	The teacher has not met the expectation described in the Student Learning Objective and has not demonstrated a sufficient impact on student learning.

Process for Assessing Student Learning
All Clay Community Schools teachers will use data from at least one class they are teaching as evaluation evidence for assessing student learning.   Teachers will use Appendix H.

The process for assessing student learning follows the TER Domain 1 five (5) Competencies:
  - 1.1 Utilizing Assessment data to Plan
  - 1.2 Setting Ambitious and Measurable Achievement Goals
  - 1.3 Developing Standards-based Unit Plans and Assessments
  - 1.4 Creating Objective-driven Lesson Plans and Assessments
  - 1.5 Tracking Student data and Analyzing Progress

The student learning process in Clay Community Schools has five steps:
  1. Choose quality assessments
  2. Determine students starting points
  3. Set the student learning goals
  4. Track progress and refine instruction
  5. Review results and score

Choose Quality Assessments
Choosing quality assessments means ensuring the assessment is:
  - Aligned to the course content standards
  - Appropriately rigorous for the grade-level/course
  - Includes questions that require critical thinking
  - Formatted in a way that is clear and free from bias

Any course being taught by multiple teachers will use the same common assessments as this helps ensure fairness and consistency across classes, and encourages teachers to collaborate around student learning. The principal and teachers of the building will be responsible for creating an assessment matrix for tests available in each of the courses for grade-levels and courses offered. This will help keep track of the assessments being utilized.

All assessments must either be pre-approved (state assessments or common corporation assessments) or evaluator-approved (common school assessments or classroom assessments). In order for an assessment to pass the evaluator-approved process, the evaluator and teacher(s) must work together to demonstrate that an assessment meets three criteria:

- **Alignment and Stretch**: The assessment covers all key subject/grade-level content standards (alignment), and partly assesses pre-requisite objectives from prior years and objectives from the next year/course when appropriate (stretch).
- **Rigor and Complexity**: The assessment's items, tasks, and rubrics are appropriately challenging for the grade-level/course (rigor), and include items or tasks that require critical thinking and deep levels of student understanding (complexity).
- **Format captures true mastery**: The assessment is written clearly, is feasible in the amount of time allotted, is free from bias, has specific scoring guidelines or rubrics that articulate what students are expected to know and do, and differentiates between levels of knowledge/mastery.

Prior to the use of a locally developed assessment/end of course assessment, the assessment must be evaluated and approved by the primary evaluator for quality. Any assessment created at the school or teacher level that will be administered to students and used as a part of a teacher's evaluation must meet the following process:

(1) Prior to submission to the evaluator, the teacher(s) must submit the Pre-Approval Assessment Form (Appendix D) that documents alignment between the assessment questions/tasks and core course standards, and demonstrates that the assessment includes questions at varying levels of rigor and complexity. Along with the form found in Appendix D, the Assessment Rigor Analysis (Appendix E) and Standards Alignment and Coverage Check (Appendix F) must be completed prior to the Assessment Approval Checklist for School-based Assessments (Appendix G) can be signed by the primary evaluator.

(2) Each assessment requires an established score or type of performance a student must demonstrate to show mastery. What mastery looks like must be established for each assessment. When establishing the score or type of performance a student must achieve to demonstrate mastery it is essential to not set the bar too low. Simply passing a test does not always indicate enough mastery to be successful in subsequent coursework. Also, it is important to consider what score will be considered for high-levels of mastery. The assessment should have cut scores indicating "meets standards, and additionally, exceeds standards" which is established by the rigor of the assessment. Teachers and evaluators must use their professional judgment to make this determination.

Determine Students Starting Points
Student learning goals take into consideration the starting points of students within the class/course. In order to simplify, each student within the class will be placed in one of the following three categories:

1) Low level of preparedness: Students who have yet to master pre-requisite knowledge or skills needed for this course

2) Medium level of preparedness: Students who are appropriately prepared to meet the demands of the course
3) High level of preparedness: Students who start the course having already mastered some key knowledge or skills

The following are sources of evidence for determining student's preparedness level:
- Results from beginning of course(BOC) diagnostic tests or performance tasks
- Department-complied BOC test
- First interim assessment
- Results from prior year test that assess knowledge and skills that are pre-requisites to the current subject/grade
- Results from tests in other subjects, including both teacher- and school-generated tests, and state tests such as ISTEP, as long as the test assessed pre-requisite knowledge and skills. For example, a physics teacher may want to examine results of students' prior math assessments.
- Students grades in previous classes, though teachers should make sure they understand the basis for the grades given by students' previous teachers.

When it is the first time a student will be taking such a course and pre-requisite skills are difficult to determine the teacher should use the following three sources of evidence to support their classifications:
- Performance in related courses from previous years
- Assessment at the start of the year which measures prerequisite skills academic skills and knowledge students will need for success in the course.
- Performance on work assigned in the first few weeks of the course.

Teachers should use the ***Identify and Approve Student Starting Points*** form (Appendix H) to classify all students' level of preparedness low, medium, or high, and document the evidence used to determine these classifications. Prior to or during the Initial Conference, teachers discuss their students' starting points with their evaluator and justify their classifications with the evidence collected. If evaluator agrees with teacher's assessment of student starting points, then the evaluator approves and signs the ***Identify and Approve Student Starting Points*** form. If evaluator disagrees with teacher's assessment of student starting points then further evidence must be collected by teacher in order to justify their classifications. If the evaluator does not approve the student starting points, the teacher will have two school days to collect evidence and then meet with evaluator again to discuss new evidence. If the evaluator still does not approve the teacher's assessment on student starting points, then the evaluator's assessment of student starting points will take precedence.

Set the Student Learning Objectives
At the beginning-of-year student learning objective conference, the teacher should record both the Class and Targeted objectives on the appropriate forms found in Appendixes I and J. He or she will meet with the evaluator to discuss students' starting points, the evidence used to make these classifications, and the specific needs of students beginning below with a low level of preparedness. The evaluator either approves the Student Learning Objectives or provides feedback on revisions that must be made (Appendix K).

Track Progress and Refine Instruction
Teachers and evaluators should meet throughout the year to track progress and refine instruction. Mid-Year Check-In conferences will serve to track progress and refine instruction, add context to the teacher's observed performance, and enhance discussion of instructional strengths and areas for improvement as they pertain to student learning. The check-in also allows the evaluator to get to know the teacher's methods of monitoring and assessing student progress, and will help evaluators support teachers in their efforts to promote student learning. Two days prior to the Mid-Year Check-In Conference the teacher should submit the form found in Appendix L to their primary evaluator.

Review Results and Score
The End-of-Year Conference requires each teacher to complete and submit all necessary evidence two days prior to conference. Prior to the conference, the evaluator(s) review the submitted evidence and come to a tentative final rating. During the conference, the primary evaluator and teacher discuss the results of the assessments used for the learning goals as well as the supplemental evidence regarding the secondary objectives. By the end of the conference, the evaluator should assign a final rating.

Performance Level Ratings
Each teacher will receive a rating at the end of the school year in one of four performance levels:
- **Highly Effective: A highly effective teacher consistently exceeds expectations.** This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective: An effective teacher consistently meets expectations.** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary: A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations.** This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective: An ineffective teacher consistently fails to meet expectations.** This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive

Negative Impact on Learning
The evaluation system seeks to reform teaching in order to ensure negative impact on student learning does not occur within our school corporation. Negative impact on student learning shall be defined as follows:

1. For classes measured by statewide assessments, the IDOE shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact growth and achievement.
2. For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally, where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

Clay Community considers the following key variables for non-IGM teachers while defining *Negative Impact*.

1.) The teacher receives a rating of ineffective or needs improvement in Domain 1 of the TER; and
2.) The teacher receives a rating of ineffective or needs improvement in Domain 2 of the TER.

*IC20-28-11.5-4 mandates that a teacher who negatively affects student achievement and growth cannot receive a final evaluation result of highly effective or effective.

Process-The Teacher Evaluation Plan

The **PLAN** includes the following expectations and requirements:

Annual

Performance evaluations for all certified staff will be conducted at least annually by administrators who have received specific training and support in the evaluation process. A primary evaluator will conduct the annual summative evaluation. The evaluation plan will be discussed with teacher's union representative body and then presented to the board of school trustees during a public meeting.

Use Objective Data

This is the collection of student data on student achievement and growth that will significantly inform the evaluation. The objective data measures include:

Measures provided by IDOE based on student achievement and/or growth on statewide assessments; Measures based on other assessments developed or procured by the school corporation, school building, grade level, department, and/or individual class or course for the purpose of showing student growth and/or achievement. This may also include commercially available or locally developed assessments, performance tasks, portfolios, or other measures of student growth and achievement; Measures closely aligned with content standards, as applicable, to reflect ambitious learning goals and proportional representation of content.

Teachers shall use the assessments that most accurately measure student learning according to the following priority:

- Where a state exam exists, this will be the primary measure.
- Where a state exam does not exist, the primary measure shall be an exam developed or procured by this corporation that is used for common grades and subjects.
- Only when there is no state, corporation, or school exam shall this corporation utilize class-specific, teacher-created exams as a primary measure of student learning for

evaluation purposes. If data from state exams are available, that data must be used and weighted more than other sources of student learning measures.

- Where individual state assessments growth data is available, we will incorporate this data in summative ratings and give this data a higher weight than other student learning measures that may be included.

The teachers and administration will be responsible for creating an **Assessment Matrix** to reflect assessment usage in each of the courses and/or grade levels.

Multiple Measures
Evaluators must use multiple measures to compile a complete and comprehensive picture of each teacher's performance. Clay Community Schools will follow and use the following measures:

- **TER (Teacher Effectiveness Rubric);**
- **IGM (Individual Growth Model Data);**
- **SWL (School-Wide Learning Measures)**
- **SLO (Student Learning Objectives)**

The value and weight of the aforementioned individual measures will be dependent on the area(s) taught by the teacher; thus, the need for determining groups. The following is the outline of teacher assigned groups and the impact of each of the pieces of multiple measures.

Group 1- At least half of classes taught have growth model data (Most 4th-8th grade teachers)

- 85% from the Teacher Effectiveness Rubric Rating
- 10% from the Individual Growth Model Data
- 5% from the School-wide Learning Measure

Group 2- No individual growth model data (Most High School and PK-3rd Teachers)

- 85% from the Teacher Effectiveness Rubric Rating
- 10% from Student Learning Objectives
- 5% from the School-wide Learning Measure

Feedback & PD
Teachers will be provided timely and state mandated feedback. In addition, professional development will be tied to the constructive and comprehensive feedback. The following outline critical points regarding feedback and PD.

- Extended and Short observations will be a source of feedback for teachers throughout the school year.
  - Extended Observations
    - Amount: minimum of 1 formal observations
    - Length: minimum of 40 minutes

- Announcement Procedures: The first Extended Observation will be announced. Additional Extended Observations may or may not be announced
- All extended observations will utilize the evaluator observation form (Appendix N) and possibly the walkthrough descriptor (Appendix A)
- Written feedback will be presented within 5 days
- Pre-conference will be optional, but will be conducted at the request of the teacher or administrator. Form used for Pre-conference can be found in Appendix O.
- Post-conference will be mandatory. Evaluator form used for Post-conferences can be found in Appendix P and teacher form used for Post-conferences can be found in Appendix Q.

  o Short Observations
    - Amount: minimum of 1 short observation
    - Length: minimum of at least 10 minutes
    - Announcement Procedures: all short observations will be unannounced
    - All short observations will utilize the walkthrough descriptors
    - Written feedback will be provided within 2 days
    - Post-conference will be optional and at the discretion of the evaluator.

- There are no maximum limits on the number of conferences and/or observations. Additional observations and conferences may occur at any time when deemed necessary by the administration or at the request of the teacher.
- A copy of the summative completed evaluation form, including any documentation related to the evaluation, must be provided to the certified staff no later than five (5) school days after the end-of-year conference is conducted. The end-of-year conference timeline is dependent upon the IDOE's ability to provide pertinent annual data. The primary evaluator shall discuss the evaluation with the certified staff member.
- If a certified staff member receives a rating of ineffective or improvement necessary, the primary evaluator and the certified staff member shall develop a remediation plan (remediation plan template can be found in Appendix B and a sample remediation plan can be found in Appendix C). The remediation plan guidelines are as follows:
  o Plan will not be more than ninety (90) school days in length
  o An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected will be discussed
  o The remediation plan will require the use of the certified staff's license renewal credits (PGP) in professional development activities intended to help the certified staff achieve an effective rating on the next performance evaluation.
- Clay Community School Corporation administration will make every effort for a student to not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated ineffective. If this situation cannot be avoided, parents will be notified according to state statute.
- Clay Community Schools is committed to taking the time to differentiate the opportunities for all teachers to enhance their professional skills to better serve our students. The use of evaluation information in order to create rewarding professional development opportunities for our staff, tied directly to their needs identified within the evaluation process, will be vital to our student learning outcomes. In addition, Professional Growth Points (PGP) will be better scripted and that of higher quality.
- In addition to discussing the evaluation process throughout the school year, teachers will be given the opportunity through the discussion process to offer input into any possible

revisions and/or additions they deem necessary in order to improve upon the Teacher Evaluation Handbook and the evaluation process.

- A teacher who receives a summative evaluation rating of ineffective may file a request for a private conference with the superintendent no later than five (5) days after receiving notice of such rating. The teacher is entitled to a private conference with the superintendent or designee.
- If a principal provides a teacher a written preliminary decision to either non-continue or cancel the teacher's contract, the teacher has five (5) days to request a conference with the superintendent.
- If state data is available, before August 1 of each year, Clay Community School Corporation shall provide the results of the staff performance evaluations, including the number of certified staff placed in each performance category and teachers' college preparatory programs, to the IDOE. The results will not include names or any other personally identifiable information regarding the certified staff member.
- Professional categories will now be a function of performance, as determined by teacher's summative evaluation rather than length of service. The following are Indiana's three (3) teacher professional categories:
  - o Probationary
  - o Professional
  - o Established
- The following will provide guidance regarding dismissal and categorical movement. Clay Community Schools will continue to follow Indiana teacher dismissal procedures set forth by Indiana Code.

Teacher Evaluation Appeal Process

Teachers may appeal their summative evaluation based on a lack of adherence to the procedures outlined in the current teacher evaluation system guidebook. The steps identified below will be used in the appeals process.

Submitting an appeal

For teachers wishing to appeal their final summary evaluation:

1. Print and complete the Teacher Evaluation Appeal Form (Appendix R).
2. Attach all documentation that substantiates the basis for appeal.
3. Submit completed form and documentation to the **Assistant Superintendent.**

Consideration of Appeals

All appeals will be considered using the following steps:

1. Date of receipt of completed appeal form and documentation is verified.
2. Form and supporting documentation are reviewed for completeness.
3. Basis of appeal is confirmed.
4. Completed appeals form and documentation are reviewed by the Assistant Superintendent.

Notification of Appeals Decision

The teacher will be notified in writing of the appeal decision. The decision of the appeal is final.

Notes from Senate Enrolled Act 1 (IC 20-28-11.5)

Teacher Remediation Plan – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 5) is an optional form that can be used.

Appeal – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

Parent Notice – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

IDOE Reports – Before August 1, the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

Compensation – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher's employment contract is continued.

Tenure Categories – New Teacher Tenure Categories beginning July 1, 2012

A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.

B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.

C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

Contract Cancellation Grounds (IC 20-28-7.5-1)

A. Probationary Teacher

1. One *ineffective* rating

2. Two consecutive years of *improvement necessary*

3. Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority

4. Any reason considered relevant to the school's interest

B. Established/Professional Teacher

1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority

2. Immorality

3. Insubordination

4. Incompetence

       a. Two (2) consecutive years of *ineffective* ratings; or

       b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period

5. Neglect of duty

6. Certain felony convictions

7. Other good and just cause

Test Security and Ethical Practices

Code of Ethical Practices and Procedures
The purpose of this section is to give a code of procedures and activities that are appropriate and expected parts of a testing/assessment program. The topics include test security, pre-test activities, testing conditions, and post-test activities. This code will be applicable to all systemic assessment programs.

Test Security
It is essential that all test/assessment materials remain secure. All administrators, teachers, support staff, students and parents are responsible for test security.

Corporation Test Coordinator's direct the management of the testing programs, and have a responsibility to do the following:
1. Inventory and track testing materials
2. Securely store tests before distribution to test sites and, after their return, control distribution to and from test sites.
3. Control the storage, distribution, administration, and collection of tests.
4. Ensure that no tests are copied

School personnel at the building level have a responsibility to do the following:
1. Code the tests prior to testing
2. Inventory and track materials
3. Securely store tests before and after testing
4. Control distribution within the building
5. Ensure that no tests are photocopied without authorization
6. Ensure that students do not copy any materials
7. Ensure that students use only those reference materials allowed by the testing procedures
8. Ensure that students do not receive copies of the test ahead of time
9. Ensure that students do not learn of specific test items prior to the test
10. Ensure that students do not exchange information during testing except when the procedures so specify
11. Ensure that answer documents are not altered after testing

Test security is the responsibility of the entire school community. Breaches of test security are first addressed by the building principal. Unresolved issues are subsequently referred to the school corporation superintendent.

Pre-test Activities
The most significant consideration in pre-test activities, apart from security issues, relates to how valid the assessment scores will be as estimates of student achievement in the domains being assessed. The test should measure a reasonable sample of what the curriculum specifies the student should be taught and should be able to do.

1. **Test Curriculum Match** – The assessments should have a reasonably close relationship to what is being taught to students, that is, a good test-curriculum match should be clear. This means that those who develop or select the assessments should ensure that the assessments represent a reasonable sample of the current/approved academic standards.

Meeting this standard of a test-curriculum match is above all the responsibility of the administrators or other authorities sponsoring the assessment.

The sponsors should do what they can to ensure consistency between the assessment schedule and the schedule of the instructional programs as planned and implemented by the curriculum planners, the district and building administrators, and the teachers.

Failure to match assessments and curriculum will lead to results that are subject to misinterpretation, and that will be a negative consequence for students, teachers, and the instructional program.

2. **Classroom Instruction and the Test** – Students should be given instruction, experience, and practice with the approved academic standard.

3. **Practicing Test-Taking Skills** – Teachers should give students practice with various item formats of assessments they will be taking, but only enough practice to ensure that the assessment will measure only the students' knowledge and understanding, and not their test-taking skills. One or two brief sessions of practice with items or tasks similar to those likely to appear on the test would be appropriate.

However, spending any substantial time on such practice is counterproductive and should be avoided. School personnel should not buy, develop, or promote the use of any extensive test practice materials that closely parallel assessment items or tasks.

4. **Reasonable Notice to Those Taking the Test** – Reasonable notice of upcoming assessments should be provided to all concerned, including teachers, students, and parents. However, using this notice to get probable low-scoring students not to participate in assessments, thereby raising aggregate score can be considered unethical behavior.

5. **Preparing for the Test** – The test coordinator and responsible building personnel should make appropriate arrangements including provision for adequate facilities, materials, and training of test administrators and proctors. Test administrators must study the appropriate manuals and guidelines prior to administering the test. Any needed/required modifications of testing conditions must be planned for in advance.

1. **Testing Procedures** – Test administrators must follow the procedures in the manual or guidelines listed above, including procedures referring to testing conditions, timing, and instructions.

Failure to follow the specified procedures will invalidate the results and will count as a negative provision in the final student results. Students with special needs might require variations in the testing conditions.

Test administrators must make a record of any students for whom testing conditions are modified. Strategies for specific students may be used as long as they are: 1) used by the student on a regular basis; and 2) formally documented in the student's educational record. This written record must be turned in to the building principal.

2. **Testing in the Classroom –** All schools personnel involved in administering the test must assume responsibility for the quality of the testing conditions.

3. **Testing Materials –** Test administrators must provide all the necessary materials for all students as required. This condition must be met before students begin the test

4. **Directions –** Test administrators must ensure that all students understand what is expected of them on the test. Examiners and proctors must not answer questions about specific test items, but they may repeat initial instructions about item format, scoring rules, and timing.

5. **Monitoring –** Test administrators must monitor the testing session to ensure that all students have the opportunity to succeed; it is not acceptable for test administrators to leave the room, sit at desk or podium, be on a computer, to read, or to ignore what is happening. Test administrators and proctors must ensure that all students:
   a. Follow instructions
   b. Respond in the appropriate places in answer documents
   c. Do not exchange answers
   d. Do not interfere with or distract others
   e. Use only permitted materials and devices

Post-test Activities
1. **Collecting Test Materials and Completing Reports** – When testing has concluded, test administrators will collect and check all materials and follow test security procedures.

Test administrators will account for all materials and deliver them to the test coordinator.

Test administrators will turn in a written report of all incidents and events that might invalidate any scores, including disruptions, illness, and possible cheating.

The test coordinator will account for all materials from all test sites. **Scores and modifications** will be recorded and interpreted in context using all relevant data turned in to the building principal as soon as possible.

Test Preparation: How to Assist Students Properly
Any activity in the school or classroom, inadvertent or deliberate, that creates an excessive focus on the specific test content of the statewide test or locally developed assessment or rubric, for the purpose of artificially raising test scores, is inappropriate.

It is considered APPROPRIATE / ETHICAL to:
1. Review with all students all standards and concepts taught in previous years.
2. Review assessment objectives as part of the general review of critical curricula
3. Have students complete a Practice Test that may be included with regular test materials

It is considered INAPPROPRIATE / UNETHICAL to:
1. Teach test content that has not been previously covered during the time period immediately preceding the assessment/test.
2. Review standards and concepts with only those students to be tested.
3. Review only the Academic Standards tested by the assessment.
4. Review only those objectives on which students performed poorly on previous examinations.
5. Call students' attention to the fact that a similar question will be on the approaching test.
6. Use current, past, or parallel test questions / items as test preparation materials
7. Make minor alterations in test items.
8. Develop and use elaborate review materials.
9. Set aside blocks of time to teach only the content and skill proficiencies measured on the assessment.
10. 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.
11. Answer students' factual questions regarding test items or vocabulary.
12. Read any part of the test to students (except as documented as an acceptable IEP, 504 Plan, LEP Individual Learning Plan accommodation).
13. Alter students' answer – other than to check and erase stray marks, or to darken answer bubbles after testing.

Display of Reference Materials
1. All posted materials such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed/tested.
2. All reference materials that a reasonable person might conclude offers students in the classroom or space an unfair advantage over other students.
3. All support materials.

4. Questions about the appropriateness of reference materials on display should be directed to the building principal.

Violation of Test Security to:
1. Give examinees access to test questions prior to testing.
2. Copy, reproduce, or use in any manner any portion of any secure test, for any reason.
3. Share an actual test instrument in a public forum.
4. Deviate from the prescribed administration procedures in order to boost student performance.
5. Make answer keys available to examinees.
6. Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.
7. After testing is completed, return to the secure storage site with accurate inventory.

Corporation Test Security Guidelines
School responsibilities include, but are not limited to, the following:
1. Communicating to all appropriate staff at least once annually the Corporation Test Security Guidelines.
2. Clearly defining and communicating at least once annually for all appropriate staff how standards and procedures will be monitored.
3. Establishing a testing schedule that ensures all assessments at a grade level or same course in any school will be administered to students at the same time.
4. Establishing a process that ensures all student tests are secure when they are not being administered.
5. Establishing procedures for reviewing practices and materials used in the school or corporation to prepare students for assessments.
6. Providing a process that allows teachers, administrators, students, parents, and other community members to voice their concerns about practices they consider inappropriate.
7. Establishing procedures for investigating any complaint, allegation, or concern about inappropriate testing practices, and insuring protection of both the rights of individuals and of the integrity of the assessment.

The corporation will investigate any complaint of inappropriate testing practices or testing irregularities. The investigations will include, but not limited to, the following:
1. A formal process by which all complaints are documented and can be tracked to their resolution.
2. An initial inquiry to determine whether there is credible evidence that such an event has occurred must be conducted within one school day of receipt of a verified complaint, allegation, or concern about inappropriate testing practices, or a report of testing irregularity.
3. A final report must clearly indicate any recommendations or findings that would impact the reliability or validity of student scores and specifically detail actions that the corporation recommends to take for corrective action.

Consequences of a Violation
To protect the integrity of the testing procedures and the high stakes for teacher evaluation, any school personnel who knowingly or carelessly commits or permits a violation of test security, may be subjected to a consequence(s) based on the violation.

Rigor, Validity, Reliability, and Administration of Assessments and Security
Rigor, validity and reliability of locally developed assessments are a process that continually evaluates the assessment and strengthens the measures or eliminates those that continue to be weak evidence of rigor, validity and reliability.

The Validation Process for locally developed assessments is listed below:
1. Determine the factors that need to be measured and for what purpose.
2. What evidence is needed to measure teachers' contributions to student achievement and growth?
3. Identify measures and instruments that can be used to collect evidence.
4. The student results from using measures must be analyzed to determine how the measures performed in practice.
5. Validity can be improved over time by identifying which measures are or are not working to provide evidence to better make decisions about teacher performance.

Other guidelines to follow:
1. Locally developed assessments will occur as close as possible to the beginning and end of the course so that the maximum growth toward subject/grade standards can be measured.
2. The measures used to illustrate students' growth are the same across classrooms within the district.
3. The measures for non-tested subjects and grades must be as rigorous as those in the tested subjects.
4. Each non-tested subject will have a pre-test based on the students' level of readiness for the skills necessary to be successful in the course or grade. Students will be placed at a readiness level and their level will be projected out to an expected progress range to determine growth. A post-test will provide a student score at the end of the course to compare to their expected progress range. This will determine the amount of growth per student and per classroom.
5. The quality of the scoring matrix will determine whether the locally developed assessments is rigorous, measurable, valid and reliable.

Maintenance of Rigor, Validity, Reliability and Security
Members of administration (as appointed by superintendent) and department/grade level teachers will meet to review the results of locally developed assessments to analyze the results. This is to make sure there is continued alignment with the standards, the validation process continues and how the measure performed in practice. Any recommendations, adjustments, or changes will need to be approved by the superintendent (or individual appointed by the superintendent) and building principal of the specific school. The following process of Evaluating and Approving Quality Assessments will be conducted by each department for each locally developed assessment/end of course assessment.

Glossary

For purposes of this evaluation process, the following terms are defined below:

1. **21st Century Education**—an education that enables students to navigate the complex life and work environment in the globally competitive age.

2. **Action Plan**—a plan developed by a principal/supervisor with input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher's performance.

3. **Artifact**—a product resulting from a teacher's work. Artifacts are natural by-products of a teacher's work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the principal/evaluator and teacher disagree on the final rating. Teachers may use them as exemplars of their work. Examples of artifacts include these:
a. **Lesson Plans**—teacher's daily plans that demonstrate integration of 21st century skills and coverage of the districts approved curriculum.

b. **Professional Development activities**—staff development, based on research, data, practice, and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.

c. **School Improvement Plans**—a plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. Teachers should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.

e. **School Improvement Team activities**—a team composed of the principal and representatives of administration, instructional personnel, instructional support personnel, teacher assistants, and parents of children enrolled in the school. The team's purpose is to develop a school improvement plan to strengthen student performance.

4. **Probationary Teacher –** Any new teacher hired after July 1, 2012 or a teacher in the professional category who is moved back to probationary after one ineffective rating by the principal/evaluator.

5. **Established Teacher-**All current teachers as of July 1, 2012.

6. **Professional Teacher-**When a probationary teacher is rated highly effective or effective for three of five years, teacher will move to professional.

7. **Data**—factual information used as the basis for reasoning, discussion, or planning.

8. **Primary Evaluator**—the person responsible for overseeing and completing Teacher Evaluation System. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

9. **Evidence**—documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

10. **Formal Evaluation Process**—the process of evaluating a teacher using the following essential components:

a. **Training**—state-approved and sponsored training on the RISE Teacher Evaluation Rubric and Clay Community School's Teacher Evaluation System is required of all teachers and those individuals responsible for teacher evaluations.

b. **Orientation**—it is recommended that the principal will provide the teacher with a copy of or directions for obtaining access to the following: a) Teacher Evaluation Rubric, b) state and local policies governing teacher evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, principals may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff is added throughout the year.

c. **Teacher Self-Assessment**—using the RISE Teacher Evaluation Rubric, the teacher shall rate his or her own performance at the midpoint of the year or other times as directed by primary evaluator and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.

d. **Pre- Conference Observation** —before the first formal observation, the principal may meet with the teacher to discuss the questions on the Pre- Conference Observation form (Appendix O), the teacher's most recent Professional Development Plan (Appendix B), and the lesson(s) to be observed. The teacher will provide the principal with a completed Pre-Observation Report/Form. The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required but may be requested by either the teacher or the evaluator.

e. **Observations:**
1. Formal Observation—a formal observation shall last at least 40 minutes or an entire class period. Each teacher will have at least 1 formal observation per semester. Formal observations will be announced.

2. Short Observation—an informal observation may take place as an evaluator visits classrooms, helps a student, or "drops in" on the teacher's classroom for a minimum of 10 minutes in one sitting. A minimum of 1 will be conducted throughout the year. All short observations will be unannounced.

f. **Post-Observation Conference**— during the post-observation conference, the principal and teacher shall discuss and document on the Teacher Evaluation Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

g. **Summative Evaluation Conference and Teacher Summary Evaluation Rating Form**—the conference between the principal and teacher to discuss the teacher's self-assessment, the teacher's most recent Professional Development Plan, the components of RISE Teacher Effectiveness Rubric, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance. At the conclusion of the process, the principal shall complete the Teacher Effectiveness Rubric within 5 school days.

h. **Professional Development Plans**— every teacher will use a Professional Development Plan to identify goals and strategies to improve performance. The Professional Development Plan may be a(n):
1. **Individual Professional Development Plan**—developed by a teacher and should be discussed with the principal.

2. **Directed Professional Remediation Plan**—placed on the plan by the principal, developed with teacher, and monitored by the principal.

12. **Peer Mentor**—a teacher who serves as a mentor for the teacher being evaluated and who provides performance feedback based on the Teacher Evaluation Rubric.

13. **Professional Learning Community**—a school culture in which teachers work collectively and collaboratively to examine instructional practice, improve their effectiveness, and increase student achievement.

14. **Self-assessment**—personal reflection about one's professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.

15. **Teacher**—a person who holds a valid teaching certificate and is employed to instruct, direct, or supervise the instructional program.

Appendix A- Descriptions of Walkthrough Items

INSTRUCTIONAL STYLE
   A. **Teacher-Led Lecture**- this occurs when the teacher is presenting information to the whole class over content covered within the curriculum. This would be evident when the primary communication is one-way (teacher to students).
   B. **Classroom Discussion**- this occurs when the teacher is presenting information to the whole class over content covered within the curriculum, but unlike the lecture style, primary communication is two-way (teacher and students interact equally/or students controls the communication more than teacher).
   C. **Large Group Cooperative Learning**- this occurs when the teacher is utilizing an instructional strategy in which a group of five or more students from different levels of ability work together and use a variety of learning activities to improve their understanding of a content covered within the curriculum.
   D. **Small Group Cooperative Learning**- this occurs when the teacher is utilizing an instructional strategy in which a group of two to four students from different levels of ability work together and use a variety of learning activities to improve their understanding of a content covered within the curriculum.
   E. **Hands-On Activity**- this occurs when students are learning by doing. Examples of this may include science labs, creating a Power Point presentation, etc. This instructional style relies on students being active within the scope of the lesson.
   F. **Teacher Modeling**- this occurs when teacher not only describes how to do something but also gives a visual representation of how to do it.
   G. **Individual Conferencing**- this occurs when teacher works one-on-one with a student to improve their understanding of the content or processes of learning while providing direct verbal feedback on ways to improve.
   H. **Other**- Any instructional style that engages student learning and develops the learning mind that is not covered in A-G.
   I. **No Instruction Occurring by Teacher**- this occurs when there is an absence of learning occurring within the classroom.

INSTRUCTIONAL ACTIVITY
   A. **Formative Assessments**- students are participating in an activity that will be used to guide future instruction, identify holes in the curriculum or instruction, and pinpoint areas of remediation needed for individual students.
   B. **Practice Activities-** students are engaged in an activity that will apply previously taught learning concepts.
   C. **Literacy Development**- this type of activity focuses on improving the students' ability to comprehend and analyze complex text which relates to the content curriculum. Strategies for increasing literacy development focus not only on improving reading skills, but also on developing the higher-order thinking skills that enable students to comprehend, analyze, and communicate about ideas.
   D. **Content Area Writing**- this type of activity focuses on the students' ability to communicate content knowledge in an effective organized manner. This develops the students' ability to communicate complex ideas found within the instruction.
   E. **Sustained Silent Reading**- this activity gives students time within the instruction to read silently.
   F. **Strategic Reading**- during strategic reading, the group reads but during the instruction the teacher pauses during important points to discuss concepts and ensure comprehension of the material. Teachers simulate thought during activity, such as having the students predict an

outcome, incorporating mental images, utilizing prior knowledge, conducting informal checks of understanding, and fixing problems of comprehension during instruction.

G. **Worksheets**- these worksheets should serve as opportunities to enhance the instruction already given through practice opportunities or demonstration of knowledge by students. Worksheets should utilize complex learning which is appropriate for student knowledge levels.

H. **Other**- Any activity that engages student learning and develops the learning mind that is not covered in A-G.

I. **No Academic Activity Occurring**- no activity that engages student learning or develops the learning mind is being accomplished during this time.

BLOOM'S TAXONOMY

A. **Recall/Knowledge**- (Remembering previously learned material) with this type of question, the student is asked to recall information previously learned. Example of a recall question would be, "What is the largest city in Indiana?"

B. **Understanding/Comprehension**- Grasping the meaning of material) with this type of question, the student is asked to take several bits of information and place them into single category or grouping. An example of a comprehension question would be, "What is the main idea of the story?"

C. **Application**- (Using information in concrete situations) with this type of question, the student is asked to take previously learned information and apply it to a new situation. An example of an application question would be, "How would you use your knowledge of latitude and longitude to locate Ireland?"

D. **Analysis**- (Breaking down material into parts) with this type of question, the student is asked to break down something into its component parts.   An example of an analysis question would be, "Why did the United States go to war with England?"

E. **Synthesis**- (Putting parts together into a whole) with this type of question, the student is asked to produce original ideas and solve problems. An example of a synthesis question would be, "How would you assemble these items to create a windmill?"

F. **Evaluation**- (Judging the value of a product for a given purpose, using definite criteria) with this type of question, the student is asked to make a judgment about something. An example of an evaluation question would be, "Why do you think Benjamin Franklin is so famous?"

OTHER TEACHER ACTIONS/TRAITS

A. **Teacher Utilizes Proximity** - Proximity control can work to manage some behavior if it is used preventively or early. The main idea behind this technique is to put a teacher in close proximity to students who are showing signs of getting off task. If you know from prior experience that a particular group of students is likely to disrupt class, standing or sitting close to them while you lead an activity or give directions will quell a fair amount of the unwanted behavior.

B. **Effective Verbal Feedback**- verbal feedback is provided to every student that avoids references to permanent characteristics or the students' intelligence/talent level. Instead, feedback affirms the effort put forth by student and gives a suggestion on how to alleviate any learning misunderstanding. An example of effective verbal feedback would be "Kyle you did well on the questions that dealt with vocabulary as you were well prepared for these terms, but you seemed to have the most trouble with the section on the limbic system. You didn't really describe how that system works and what its function is." This feedback praised student for effort, identified area of concern, and then gave suggestion to fix problem.

C. **Integration of Technology into Curriculum**- The integration of technology should contribute to the teaching and learning in the classroom. Technology usage should be a means for reaching

the instructional objectives in the classroom. Technology usage should effectively engage students in academic content.

    D. **Enthusiastic/Passionate**- teacher demonstrates enthusiasm for the content and passion for their students. When a teacher demonstrates enthusiasm for the content they go beyond the traditional scope of instruction to incorporate engaging activities that produce a desire to learn the content for students. When a teacher demonstrates passion for their students they take ownership for their part of each student's education while demanding high expectations for all learners. This passion is evident in the way teachers establish interaction among themselves and students (as they are warm, accessible, and caring).

    E. **Redirecting Student Behavior**- teacher is able to redirect and deescalate student discipline issues in a proactive manner which does not hurt the relationship between the teacher/student or embarrass the student in front of his/her peers.

DIFFERENTIATED INSTRUCTION

    A. **Lesson Seems to Challenge Students While Promoting Self-Efficacy**- lesson is challenging to all students through differentiated instructional strategies/questioning that is based on each student's level of understanding. Teacher's help students work hard towards mastering the objective and ensure students see their progress.

    B. **Differentiated Opportunities for Practice and Application of Learning Occur**- Opportunities to meaningfully practice, apply, and demonstrate student learning is provided to challenge each student based on their academic needs.

    C. **Different Learning Modalities Utilized within Lesson-** the ways of engaging students are directly tied to the learning modalities or intelligences of the students within the classroom. Teacher adjusts lesson for struggling students to accommodate their preferred learning styles. Students with IEP's have appropriate accommodations built into the lesson.

    D. **Key Content Points are Covered in Multiple Ways**- teacher restates and rephrases instruction in multiple ways to increase understanding of content for all. Teacher is aware of students' different learning styles and utilizes this information to differentiate their daily instruction.

ELEMENTS OF EFFECTIVE INSTRUCTION

    A. **Clear Communication of Learning Objective**- teacher utilizes strategies to ensure each student is aware of and can explain what they are learning and why it is important. The lesson is specific, measureable, and aligned to standards. The lesson is communicated in a student friendly manner.

    B. **Connection to Prior Knowledge**- the lesson builds on the students' prior knowledge of key concepts and skills and makes this connection evident to students as they are able to demonstrate understanding through their work or comments.

    C. **Higher-order Questioning**- teacher employs questions that stimulate student thinking to challenge each student. Not only do teachers ask higher-order questions, but students are asking higher-order questions also.

    D. **Teacher Asks Open Ended Questions**- teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order questions. The approach requires scaffolding questions and building from each response. Teacher also accepts only high level responses from students that demonstrate mastery of content or identifies where students misunderstandings are occurring. While asking questions, teacher uses proper wait time when proposing question and helping students think through their responses. Teacher does not allow students to "opt out" of question, but rephrases question or asks another question to build student up to the original question.

E. **Cross-Curricular Connections to Lesson**- teacher effectively connects content to other content areas in order to make content relevant and build interest.
F. **Informal Assessment was Utilized and Guides Instruction**- teacher uses informal checks of understanding at key moments within instruction in order to inform instruction going forward and get an accurate picture of a class's understanding.
G. **Effective Transitions**- Routines, transitions, and procedures are well-executed and students know what they are expected to do without prompting from the teacher.

STUDENT ENGAGEMENT
A. **Continuous Active Engagement for Students**- students are actively engaged in content that significantly promotes student mastery. Students work hard and are active within the learning.
B. **Differentiation of Engagement Strategies by Teacher-** teacher provides multiple differentiated ways of engaging with content specific to the individual needs of each student while ensuring proper alignment with standards. Effective pacing is utilized to ensure students are engaged and those who finish early have meaningful educational opportunities available to them.
C. **Connection of Content to Student Interest**- teacher ties student interests into the lesson to promote engagement and learning within the lesson. This sparks student excitement and interest in the content.

Appendix B- Professional Remediation Plan (Template)
Teacher – 2017-18 School Year

Area(s) of Strength:

Administrator _____

Teacher _____

Area(s) in Need of Improvement:

	Problem Description w/ Evidence	Desired Outcome	Suggested Improvement Strategies	Evidence of Attainment w/ Timeline
Administrator				
Teacher				

Resources Needed for Improvement Plan

Improvement Area	Administration	Teacher

Signatures:

_____	_____	_____
Teacher	Association Representative	Administrator

_____	_____	_____
Date	Date	Date

Appendix C- Professional Remediation Plan (Sample)
Teacher Name – 2017-2018 School Year

Area(s) of Strength:

Administrator	**XXXX's strength is in her work ethic. She desires to do a good job in all her areas of responsibilities and is willing to work as hard as it takes in order to accomplish her goals. She often volunteers for committees, sponsorships, or other duties around the school.**
Teacher	

Area(s) in Need of Improvement:

	Problem Description w/ Evidence	Suggested Improvement Strategies	Evidence of Attainment w/ Timeline
Administrator	**Instructional & Assessment Strategies: XXXX appears to teach her content area with little to no differentiation of instructional or assessment strategies as evidenced by student feedback and administrative observation. This is a problem for the "non-traditional" learner or a student who has learning disabilities which would require modifications, accommodations, and/or individual attention. Students have indicated frustration with comprehending the material and receiving appropriate intervention strategies or delivery techniques which would provide another avenue of mastery. XXXX relies heavily on students maintaining notebooks and completing reports to demonstrate mastery. Assessments seem to be heavily reading dependant which can be prohibitive for some students. XXXX on occasion uses her classroom time for other, non-class related, work (i.e. committee, sponsorship.)**	**1. XXXX will collaborate with special education teachers in the creation of her weekly lesson plans to include appropriate learning and assessments strategies for special needs learners.** **2. XXXX will use a minimum of two different instructional strategies (brief direct instruction followed by: project, small group, large group, kinesthetic, auditory, visual, manipulatives, lab, etc) per 46 minute class period. The Best Practices book, research based resource guide from principal, or "Instruction for All Students" by Paula Rutherford may be referred to as a source of ideas.** **3. XXXX will pre-teach all vocabulary with students.** **4. XXXX will break chapters into manageable chunks, targeting power standards for those students on IEP's.** **5. XXXX will use a minimum of three different types of assessments per unit/chapter. These can be formal or informal based upon the content. Homework will be assessed for mastery in addition to completion.** **6. XXXX will be actively involved with students the entire 46 minutes of each class.**	**Lesson plans will be submitted each Friday for the remainder of the year to principal for the following week. Lesson plans will follow an agreed upon format which allows XXXX to identify the instructional strategies used in each lesson along with any modifications made for special needs learners.** **XXXX will provide copies of all assessments and rubrics to the administration along with a breakdown by grade received to show student mastery. Indicate those standards which you intend to remediate based upon poor or low performance. Remediation should take an alternative format than initial instruction and should be explained in weekly lesson plans as to where and when such remediation will take place.**
Teacher			
Administrator	**Compliance with IEP specifications: XXXX is perceived by some students and parents as having shown a lack of responsiveness to the needs of students on IEP's. In attempting**	**1. XXXX will review the IEP of each student enrolled in her class. She will consult with special education teachers about the appropriate accommodations and**	**XXXX will provide a log of phone conversations, emails, or personal meetings with the special education teachers**

	to meet the requirements of some IEP in her own way, she has inadvertently minimized the impact of the modifications themselves.	**modifications to be made for each student and implement those in her teaching strategies. These should be reflected in her lessons plans.**	**regarding each student on an IEP in her classes. These consultations should be done prior to March 24, 2012.**
Teacher			
Administrator	**Confidentiality Practices with Students - Relationships: XXXX has made informal comments to individual students and to groups of students which reflect a lack of respect for privacy or sensitivity to special needs learners as indicated by numerous parent and student complaints and observations by various employees.** **XXXX often times approaches students in what she perceives as a casual or friendly manner, but is perceived as harsh and abrasive by students.**	**1. XXXX is to refrain from discussing other students to her class.** **2. XXXX will refrain from discussing sensitive personal issues with individual students within close proximity to others.** **3. XXXX will review Article 7 of the Indiana code regarding ethical practices and confidentiality.**	**XXXX will maintain a log of private student conversations, indicating the appropriate nature and location of the conversations. This log may be reviewed by administration as needed.**
Teacher			

Resources Needed for Improvement Plan

Improvement Area	Administration	Teacher
Confidentiality	**Provide XXXX a copy of Article 7.**	

Signatures:

_____	_____	_____
Teacher	Association Representative	Administrator
_____	_____	_____
Date	Date	Date

Appendix D- Pre-Approval for School Based Assessments

Grade Level/Subject	
Teacher(s)	
Evaluator Name:	

Directions: For any school based assessment used for learning goals, please complete the steps below. If a department of teachers is using a common assessment, only one copy should be turned in per assessment. (Please make sure all teachers using the assessment are listed above).

Step 1- Using the IN course standards, identify which standards align to which questions/tasks on your assessment. You may write/type standards next to assessment questions or use a separate form of your choice for this purpose. Sub-standards or indicators may be summarized. Use the Standards Alignment and Coverage Check Chart to summarize which questions are aligned to which standards and to ensure that each standard is covered by an appropriate number of questions. Attach this chart to this form.

Step 2- Use the Assessment Rigor Analysis Chart to give examples of assessment questions/ tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting a higher-level of rigor. Attach this chart to this form.

Step 3- Review the format of the assessment questions. Check for the following:
- Are questions/tasks written clearly?
- Are there a variety of types of questions/tasks?
- Are the questions/tasks free of bias?
- Are the questions appropriate for the subject/grade level?

Step 4- If the assessment will need to be adapted for students with special needs, please specify any changes below:

Step 5- What is the content mastery score and the exceeds standards score on this assessment? (What score should students receive to indicate that they have mastered the Indiana content standards for this course?)

Please return this form to your primary evaluator, along with a copy of the assessment (aligned to standards), Assessment Rigor Analysis Chart, and any additional supporting materials (rubrics, scoring guides, etc.).

Appendix E- Assessment Rigor Analysis- Depth of Knowledge

Grade Level/Subject	
Teacher(s)	

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, tell, define, label, name, state, write, locate, find, match, measure, repeat	How many….? Label parts of the…? Find the meaning of ….?	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, compare, organize, interpret, modify, predict, cause/effect, summarize, graph, classify	Identify patterns in…? Use context clues to…? Predict what will happen when….? What differences exist between ….? If x occurs, y will ….?	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of …? Can you illustrate the concept of ….? Apply the method used to determine ….? What might happen if …? Use evidence to support….?	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to….? Develop a proposal to ….? Create a model that ….? Critique the notion that….?	

Appendix F- Standards Alignment and Coverage Check

Grade Level/Subject	
Teacher(s)	

Directions: After aligning assessment to Indiana Academic or Common Core Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Not all grade levels/content areas will have 11 standards total; only fill in the total number of standards that apply. While not all questions need be categorized, there must be sufficient examples for each standard. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		
Standard 7		
Standard 8		
Standard 9		
Standard 10		
Standard 11		

Appendix G- Assessment Approval Checklist for School-based Assessments

Grade Level/Subject	
Teacher(s)	
Evaluator Name:	

Criterion	Considerations
Alignment and Stretch	Does the assessment: - Have items/tasks which cover key subject/grade-level content standards? - Have items/tasks which cover other knowledge and skills that will be of value beyond the year—either in the next level of the subject, in other academic disciplines, or in career life? - Are there low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course? - Do the more complex and more important items/tasks have more weight? Evidence/Feedback:
Rigor and Complexity	Does the assessment: - Appropriately challenge the student based on the grade-level/course? - Have items/tasks which require critical thinking and application? - Are the multiple-choice questions appropriately rigorous or complex? - Are the key content standards assessed at greater depths of understanding and/or complexity? Evidence/Feedback:
Format Captures True Mastery	Does the assessment: - Take into considerations to ensure it is free from bias? - Have standards being assessed across multiple items/tasks? - Appropriate for grade-level/subject with regards to item types and length of the assessment? - Utilize rubrics for tasks and open-ended questions? Evidence/Feedback:

The content mastery score that represents a rigorous target for student achievement based on the assessment is: _____

☐ I approve of this assignment/task and any accompanying rubrics without further change.

☐ Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.

Signature of Evaluator: _____ Date: _____

Signature of Teacher(s): _____ Date: _____

Appendix H- Identify and Approve Student Starting Points

Grade Level/Subject	
Teacher(s)	
Evaluator Name:	

Level of Preparedness….	Evidence Collected	Possible Sources of Baseline Data
Low (Students prerequisite skills or knowledge are below where they should be starting this course)		- Results from beginning of course(BOC) diagnostic tests or performance tasks - First interim assessment - Results from prior year test that assess knowledge and skills that are pre-requisites to the current subject/grade
Medium (Students prerequisite skills or knowledge are where they need to be starting this course)		- Results from tests in other subjects, including both teacher- and school-generated tests, and state tests such as ISTEP, as long as the test assessed pre-requisite knowledge and skills. For example, a physics teacher may want to examine results of students' prior math assessments.
High (Students prerequisite skills or knowledge are ahead of where they need to be starting this course)		- Students grades in previous classes, though teachers should make sure they understand the basis for the grades given by students' previous teachers.

The content mastery score represents a rigorous target for student achievement based on the assessment ☐

I approve of this assessment/task and any accompanying rubrics without further change. ☐

Please make changes suggested in feedback above and resubmit the assessment/task and rubrics. ☐

Signature of Evaluator: _____ Date: _____

Signature of Teacher(s) _____ Date: _____

Appendix I- Class Learning Objective Form

Grade Level/Subject	
Teacher(s)	

Pre-Work: Step 1	Approved Assessment	Assessment:
	Approved Mastery Score	Score:
Pre-Work: Step 2	Levels of Student Preparedness	High- Medium- Low-

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Class Objective Rubric	Based on students' starting points, the teacher moved an exceptional number of students to achieve content mastery.	Based on students' starting points, the teacher moved a significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved a less than significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved a few students to achieve content mastery.
Class Objective Defined				

Use the following directions to write your class learning objective:
- Complete the pre-work section using information from approved assessment forms.
- Look at the numbers of students in the different Levels of Preparedness. Use the following guidance to determine what # of students at each level will achieve the content mastery score determined in Step 1.
    - o A highly effective teacher should have all students in the high and medium levels of preparedness and most of the students in the low level of preparedness achieve content mastery.
    - o An effective teacher should have all students in the high and medium levels of preparedness and many of the students in the low level of preparedness achieve content mastery.
    - o An improvement necessary teacher should have all/most students in the high and medium levels of preparedness and few/no students in the low level of preparedness achieve content mastery.
    - o An ineffective teacher should have some/few/no students in the high, medium, and low levels of preparedness achieve content mastery.
- Draft objective across performance levels (Ex. Effective: 80% of students will score an 85/100 or above on the end of course assessment; Highly Effective: 90% of students will score an 85/100 or above , etc)

Appendix J- Targeted Learning Objective Form

Grade Level/Subject	
Teacher(s)	

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Targeted Objective Rubric	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on learning.	The teacher has demonstrated an impact on student learning, but has not fully met the expectation described in the Student Learning Objectives.	The teacher has not demonstrated a sufficient impact on student learning and has not met the expectation described in the Student Learning Objectives.
Targeted Objective Defined	Targeted Population: (Students who start the course at the lowest levels of preparedness)	Targeted IN Content Standards:	Approved Assessment:	Growth and/or Achievement Goal:

Use the following directions to write your class learning objective:
- The Targeted learning objective should be directed at the students who start the course at the lowest level of preparedness. These students were previously identified in the Identifying Students Starting Points form.
- The objective may cover all content standards, or a specific subset of content standards. Based on the identified needs of the chosen student population, specify the content standards you will address with this objective.
- Determine the best assessment(s) you have available for the specified group of students and standards. Make sure the assessment meets the approval criteria and that an evaluator has signed off on its use.
- Based on student needs and available assessments, determine whether this objective should focus on growth, achievement, or both. Like the primary objective, it can be a mastery goal adjusted for the students' starting points.
- Draft objective based on what it means to be effective in this context. In other words, what does it mean to have achieved "significant mastery or progress" with this group of students? (Ex. Identified students will master the specified course power objectives on the end of the course assessments)

Appendix K- Approval of Student Learning Objectives Form

Grade Level/Subject
Teacher(s)

Class Learning Objective Assessment: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Exceptional number of students achieve content mastery	Significant number of students achieve content mastery	Less than significant number of students achieve content mastery	Few students achieve content mastery
Class Learning Objective				

Evaluator Feedback:

Class Learning Objective Approved

Targeted Learning Objective Assessment: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	Met goal or otherwise demonstrated significant student mastery or progress	Did not fully meet goal, but showed some student mastery or progress	Did not meet goal, little to no student mastery or progress.
Student Learning Objective	Targeted Population: (Students who start the course at the lowest levels of preparedness)	Targeted IN Content Standards:	Growth and/or Achievement Goal:	

Evaluator Feedback:

Targeted Learning Objective Approved

Signature of Evaluator: _____ Date: _____

Signature of Teacher(s) _____ Date: _____

Appendix L- Mid-Course Progress Check-in Form

Grade Level/Subject	
Teacher(s)	
Evaluator Name:	
Date of Mid-Course Progress Check-in	

In preparation for the mid-course progress check-in, please complete this questionnaire and submit to your evaluator **at least two school-days prior to check-in**. Your honesty is appreciated and will encourage a productive conversation about your students' performance and areas for improvement. You may attach your responses to this form or write them here directly. These four questions will be discussed during your check-in.

How are your students progressing toward your Student Learning Goals? How do you know?

Which students are struggling/exceeding expectations? What are you doing to support them?

What additional resources do you need to support you as you work to achieve your Student Learning Goals?

Are there any student attendance issues substantial enough to affect your Student Learning Goals?

Please return this form to your primary evaluator, along with any interim student learning data related to the Student Learning Goals you would like to discuss during the check-in.

Appendix M- End-of-Course Review Form

Grade Level/Subject	
Teacher(s)	
Evaluator Name:	
Date of Mid-Course Progress Check-in	

In preparation for the end-of-course review, please complete this form and submit it to your primary evaluator at least two school-days before the conference.

Class Student Learning Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
What was your Class Learning Objective?				

Content Mastery Standard	Number of Students Who Achieve Mastery	Number of Students in Course	Percentage of Student Who Achieved Mastery

Based on the above table and your Primary Student Learning Objective, indicate your performance level.

Highly Effective		Effective		Improvement Necessary		Ineffective	

Were there any changes to the number of students in your class or significant student attendance problems that should be considered when scoring your Class Objective?

Targeted Student Learning Objective

Targeted Learning Objective	What was your Targeted Objective Learning Goal for your targeted students?

Did your students meet this objective?   Met Objective   [ ]   Did Not Meet Objective   [ ]

Describe the evidence used to determine whether your students either met or did not meet the Targeted Objective.

If your students did not meet the targeted objective, discuss additional evidence that students may have made some academic progress. If your students did meet the targeted objective, discuss evidence indicating that students may have made outstanding academic progress. Whenever possible, attach copies of the evidence discussed in this form.

Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your Secondary Objective?

Appendix N- Evaluation Observation Form

SCHOOL: _____   OBSERVER: _____
TEACHER: _____   GRADE/SUBJECT: _____
DATE OF OBSERVATION: _____   START TIME: _____   END TIME: _____

2.1 Objective	
Evidence	Indicator
2.2 Content	
Evidence	Indicator
2.3 Engagement	

Evidence	Indicator

2.4 Understanding

Evidence	Indicator

2.5 Modify Instruction

Evidence	Indicator

2.6 Rigor	

Evidence	Indicator

2.7 Maximize Instructional Time

Evidence	Indicator

2.8 Classroom Culture

Evidence	Indicator

2.9 High Expectations	
Evidence	Indicator

Overall Strengths:

Overall Areas for Improvement:

Appendix O- Pre-Conference Observation Form

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE AND PERIOD OF OBSERVATION: _____

Dear Teacher,
In preparation for your formal observation, please answer the questions below and attach any requested material.

1) What learning objectives or standards will you target during this class?

2) How will you know if students are mastering/have mastered the objective?

3) Is there anything you would like me to know about this class in particular?

4) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

Appendix P- Evaluator Post-Conference Observation Form

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____   START TIME: _____

                                                           END TIME: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:
This section should be written by the teacher and evaluator during the post conference.

Appendix Q- Evaluator Post-Conference Observation Form

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____   START TIME: _____

END TIME: _____

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1) How do you think the lesson went? What went well and what didn't go so well?

2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

Appendix R- Performance Evaluation Rating Appeal Form

I. EMPLOYEE INFORMATION

Name _____

Position_____ School _____

Grade Level or Department _____

Date of Appeal _____ Date of Conference with Evaluator _____

Name / Title of Evaluator _____

II. RATING(S) BEING APPEALED

Domain _____ Competencies _____

Domain _____ Competencies _____

Domain _____ Competencies _____

Core Professionalism Indicator _____

III. BASIS FOR APPEAL

_____

_____

_____

IV. EVIDENCE – Narrative account of evidence. Please attach supporting documents.

_____

_____

_____

_____

Signature_____ **Date**_____

Appendix S- Teacher Appreciation Grants

Policy 4225 – TEACHER APPRECIATION GRANTS

Clay Community Schools will distribute its Teacher Appreciation Grant monies received from the Indiana Department of Education to the teachers who meet the following criteria:

1. Employed in the classroom or directly provided education in a virtual classroom setting;

2. Received a Highly Effective or an Effective rating on their most recently completed performance evaluation; and

3. Employed on December 1st of the year the Corporation receives the Teacher Appreciation Grant monies.

The School Corporation will distribute its Teacher Appreciation Grant monies as follows:

1. To All Effective Teachers: A stipend as determined by the superintendent

2. To All Highly Effective Teachers: A stipend in the amount of 25% more than the stipend given to Effective teachers

The School Corporation will distribute the stipends within 20 business days of the distribution date by the Indiana Department of Education of the Teacher Appreciation Grant monies to the School Corporation.

LEGAL REFERENCE: I.C. 20-43-10-3.5

Appendix T- Non-Teaching Certified Scale

All non-teaching certified employees will be evaluated annually using the Position Specific Effectiveness Rubric
95% of the evaluation will be based upon the Effectiveness Rubric
  5% of the evaluation will be based upon School-wide Learning

Non-Teaching Certified Scale

5%

■ Effectiveness Rubric
■ SWL

85%