Clay Community Schools
Teacher Evaluation
Handbook
2022 - 2023

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 5 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;
  - The evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted; and
  - Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative.

Evaluators

Clay Community Schools school administrators will be provided yearly training in evaluation skills and will serve as primary and secondary evaluators.

All elementary level Virtual Teachers will be evaluated by the principal of the building where the majority of the virtual teachers are housed.

Virtual / Hybrid teachers at the secondary level will be evaluated by the designated administrator in the building the teacher is assigned to teach in.

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
- 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. Evaluators will observe teachers and provide meaningful feedback **a minimum of once per semester***. 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

*Evaluators must perform a Short or an Extended Observation each semester (a minimum of one of each per year). 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.

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: Teachers in the Traditional Setting will be evaluated using the Indiana RISE Rubric. Teachers in the Virtual and Hybrid Setting may choose to be evaluated using the Indiana RISE Remote/Hybrid 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.

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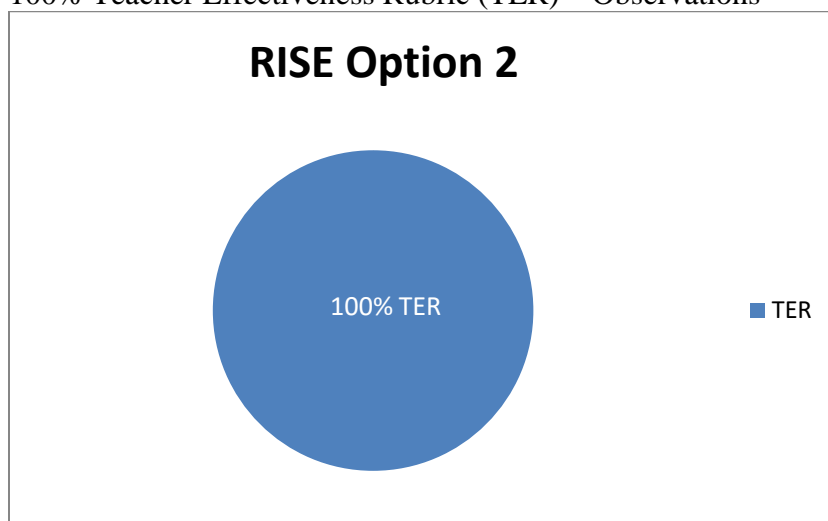
- Attendance
- On-time Arrival
- Policies and Procedures
- Respect

Step 5: Summative Teacher Evaluation Scoring – The final Teacher Effectiveness Rubric score is calculated for a final rating.

Weighting of Measures

Teachers
100% Teacher Effectiveness Rubric (TER) – Observations

RISE Option 2

100% TER

■ TER

<u>**Summative Evaluation**</u>

Component	Raw Score	Weight
TER		100%
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

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
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<u>Primary Components for Assessing Teacher Performance</u>

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.

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.

Process for Assessing Student Learning

All Clay Community Schools teachers will use data from the classes they are teaching as evaluation evidence for assessing student learning.

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 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 ***Identify and Approve Student Starting Points*** to classify all students' level of preparedness low, medium, or high, and document the evidence used to determine these classifications.

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. 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.
- **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.
- **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.
- **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.

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:

> 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 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.

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 a subscription service (PIVOT) or the evaluator observation form (Appendix I) 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 J.
    - Post-conference will be mandatory. Evaluator form used for Post-conferences can be found in Appendix K and teacher form used for Post-conferences can be found in Appendix L.

  - 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:
  - Plan will not be more than ninety (90) school days in length
  - An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected will be discussed
  - 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 <u>not</u> 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:
  - Probationary
  - Professional
  - 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 M).
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

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.

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 to meet the requirements of some IEP in her own way, she has**	**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 modifications to be made for each student and implement**	**XXXX will provide a log of phone conversations, emails, or personal meetings with the special education teachers regarding each student on an IEP in her**

	inadvertently minimized the impact of the modifications themselves.	those in her teaching strategies. These should be reflected in her lessons plans.	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 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 administrator, 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- 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 I- 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 J- 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 K- 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 L- 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 M- 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 N- Non-Teaching Certified Scale

All non-teaching certified employees will be evaluated annually using the Position Specific Effectiveness Rubric
100% of the evaluation will be based upon the Effectiveness Rubric

Non-Teaching Certified Scale

100%

■ Effectiveness Rubric