2015-2016

Richland-Bean Blossom Community School Corporation
Teacher Appraisal Plan

"Collaborating to create a fair and equitable process to improve student learning"

The culture of education is changing. We as a district team choose to respond positively and professionally to create a fair teacher appraisal plan that impacts student learning. These belief statements will guide our process. Success depends on your feedback and our collaboration.

We believe that

a fair teacher appraisal process can improve teaching and learning;

fairness requires an appraisal that is comprehensible and practical;

fairness recognizes exceptional situations and implements procedures to address them;

a culture of professional development facilitates student growth;

the teacher appraisal process should focus on collaborative decision-making;

authentic assessment of student academic growth and professional growth requires multiple measures;

dialogue among educators promotes confidence and support for all stakeholders.

Richland-Bean Blossom Community School Corporation
2015-2016

Table of Contents

Appendices

Appendix A – Student Removal from Achievement Data

Appendix B - Guide For Use in Assessments Applying to Student Achievement and Learning Measures Component of Teacher Evaluation

Appendix C – Content Learning Goals Assessment Development Worksheet for Evaluator Review/Approval

Appendix D – Testing Security Procedures and Expectations

Appendix E – Pre-Observation Form – Teacher

Appendix F – Post-Observation Reflection Form – Teacher

Appendix G – Formal Plan of Assistance

Appendix H – Glossary

DESCRIPTION OF PLAN DEVELOPMENT PROCESS

Corporation Team Members	Position
Steve Brewer	EHS English Teacher
Chad Musselwhite	EHS Mathematics Teacher
Amy Norris	EHS World Languages Teacher
Angela O'Malley	EHS Visual Arts Teacher
Dirk Ackerman	EHS Principal
Jerry Pittsford	EPS Assistant Principal
Alice McGlothlin	EJHS English Language Arts Teacher
Susan DeMoss	EIS Grade 5 Teacher
Tom Norris	EJHS Social Studies Teacher
Nancy Goss	EPS Grade 2 Teacher
Jaime Miller	EIS Grade 4 Teacher
Janet Crawford	EPS Grade K Teacher
John Kerr	SES Grade 2 Teacher
Holly Walcott	SES Grade 4 Teacher
Laura Durig	Director of Special Education
Jason Bletzinger	Assistant Superintendent

Description of IN-TASS training/process:

RBBCSC joined the IN-TASS process to design an appraisal system that meets and exceeds the requirement of the Indiana legislation. The process included identifying key decision points to create a system that not only assesses, but supports, effective teaching. Decisions regarding best practices through reflective conversations were used to design a system that met the mission and beliefs held by the community of teachers and administrators of RBBCSC.

Ongoing Plan Revisions:

Since the onset of this plan, the Corporation Team has regularly reconvened to address legislative updates, areas of success, and areas for consideration as the plan continued to evolve. Through collaboration, the team worked to refine a plan with a purpose to develop teachers and inform ongoing student learning. The development and execution of this plan has been accomplished through a joint committee of RBBCSC teachers and administrators with a common goal in the development of a plan that meets the requirements set forth in Indiana legislation. This system not only assesses, but supports effective instruction and assessment to inform and support student learning.

Corporation Teacher Appraisal Committee Communication Plan

Background/Situation Analysis:

The Corporation Team was established to comply with Senate Enrolled Act 1 requiring annual teacher evaluations relying significantly on student learning measures. The current contract expiring at the conclusion of the 2012-2013 school year includes the Teacher Appraisal Plan. The Teacher Appraisal Plan would have been renegotiated with the new contract, however, with the passage of Senate Enrolled Act 1, the plan must create evaluations based significantly on student growth and achievement. Also, all teachers will be appraised into one of four categories: Highly Effective, Effective, Improvement Necessary and Ineffective through a combination of soft and hard data measures gathered via the Teacher Effectiveness Rubric and student learning data. Compensation and tenure will be tied to the evaluations, with teachers in the two lower categories void of receiving raises, as well as being in risk of losing their positions.

Key Communication Objectives:

The Corporation team will gather feedback from staff members during the process in order to produce a plan guided by the Corporation teacher appraisal plans belief statements and mission.

Content of Communication:

The elements mandated by the law, the RBBCSC Corporation Teacher Appraisal Belief Statements and Mission Statement, elements of the process that allow for local control.

Tools/Method of Communication:

The Corporation Team will use face to face communication during faculty meetings, department meetings, grade level meetings, or other established meetings to gather feedback during the process. Surveys and/or email may be used to gather opinions of the process or product. Updates of the process will be provided during board meeting reports. RBBCSC website will provide awareness to the process.

Audience to Receive the Communication:

Teachers, RBBCSC School Board Trustees, parents, and community.

Responsible Parties for Communication:

The Corporation Team will provide communication to their school staff and Corporation-wide later in the process.

Evaluation and Monitoring:

Teacher feedback at the building and Corporation levels is gathered as the process continues. Observation data is gathered and reviewed with evaluators and the committee for ongoing calibration of the observation and evaluation process across buildings.

INTRODUCTION AND PURPOSE OF TEACHER EVALUATION

IN-TASS Guiding Principles:

The IN-TASS process helps Corporations create:

1. A system that ensures fair and accurate judgments about the teaching and learning process.
2. A system that enables valid judgments/assessment of student growth.
3. A system that includes multiple measures of student achievement.
4. A system that facilitates a productive professional dialogue among teachers and administrators to ensure continuous improvement.
5. A system that creates confidence and support for all stakeholders.
6. A system that incorporates procedures to address anomalies and inconsistencies in the implementation process.
7. A system that incorporates collegial decision-making.

General Provisions for Teacher Appraisals

All certificated employees and teachers shall be evaluated at least annually in the performance of their assigned duties.

1. All teachers will be assigned one administrator to be the primary evaluator.

2. The teacher's performance evaluation may include information provided by any administrator. The source of information shall be disclosed to the teacher.

3. A teacher may be afforded Association representation if they so choose during the evaluative process.

4. Anytime during the evaluation process a teacher has the right to submit a written reflection statement to be attached to any written evaluation document.

5. Modifications to these guidelines will be discussed with teacher representation per IC:20-29-6-7.

6. Only individuals who have received training and support in evaluation skills may evaluate certificated employees (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).

7. (OPTIONAL) Teachers acting as evaluators clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their professional responsibilities (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).

8. All evaluators receive training and support in evaluation skills through the INTASS Level 1 online training modules (general overview of the evaluation process) and through the Teachscape, Inc. Focus for Observers online, self-paced solution for training, assessing, and maintaining observer proficiency when applying the Danielson Framework for Teaching Evaluation instrument to teaching practice. The training program includes scoring practice, proficiency assessments, and calibration benchmarks (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).

TEACHER PERFORMANCE EXPECTATIONS RUBRIC

The teachers will be evaluated according to a Performance Performance Expectation Rubric. However, for Specialized Services (School Psychologists, Counselors, Social Workers) or teachers outside of the classroom (i.e. School Librarians) a special rubric that has been provided by the specialized services association or adheres to the Danielson Domains may be used. For all other teachers the following rubric will be used to determine performance.

Teacher Effectiveness Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
Domain 1 Planning & Preparation				
1.1 Demonstrates knowledge of content and structure of the discipline	4	3	2	1
1.2 Demonstrates knowledge of students	4	3	2	1
1.3 Established instructional outcomes	4	3	2	1
1.4 Plans standards-based units of instruction and assessments	4	3	2	1
1.5 Utilizes assessments to plan and analyze progress	4	3	2	1
Domain 1 Total Possible Points = 20	**Subtotal for Domain x 0.20**			
Domain 2 The Classroom Environment				
2.1 Facilitates classroom culture/climate	4	3	2	1
2.2 Establishes expectations for success	4	3	2	1
2.3 Manages classroom procedures	4	3	2	1
2.4 Manages student behavior	4	3	2	1
2.5 Physical environment	4	3	2	1
Domain 2 Total Possible Points = 20	**Subtotal for Domain x 0.20**			
Domain 3 Instruction				
3.1 Facilitates student engagement	4	3	2	1
3.2 Differentiates instruction	4	3	2	1
3.3 Communicates content	4	3	2	1
3.4 Communicates desired outcomes	4	3	2	1
3.5 Uses questioning and discussion techniques	4	3	2	1
3.6 Assess for instruction	4	3	2	1
3.7 Monitors student learning with formative assessments	4	3	2	1
3.8 Adapts structure and pacing	4	3	2	1
Domain 3 Total Possible Points = 32	**Subtotal for Domain x 0.40**			
Domain 4 Professionalism & Collegiality				
4.1 Reflects on teaching	4	3	2	1
4.2 Communicates with families	4	3	2	1
4.3 Professional growth	4	3	2	1
4.4 Follows policies and procedures	4	3	2	1
4.5 Demonstrates professionalism	4	3	2	1
4.6 Collaborates with peers	4	3	2	1
Domain 4 Total Possible Points = 24	**Subtotal for Domain x 0.20**			
Student Achievement and Growth	Multiplier	Highly Effective	Effective	Improvement Necessary	Ineffective

Group 1 Teachers	Primary Measure (IGM Data)	x 0.08	4	3	2	1
	Secondary Measure (Content Learning Goals)	x 0.07	4	3	2	1
	Schoolwide A-F Accountability Grade	x 0.05	4	3	2	1
Subtotal of Student Achievement and Growth = Total of Group Measures						
Group 2 Teachers	Primary Measure (Course or Core Grade Level Content Learning Goals)	x 0.075	4	3	2	1
	Secondary Measure (Individual Class or Course Section Content Learning Goals)	x 0.075	4	3	2	1
	Schoolwide A-F Accountability Grade	x 0.05	4	3	2	1
Subtotal of Student Achievement and Growth = Total of Group Measures						

TEACHER PERFORMANCE EXPECTATIONS CALCULATIONS

Group 1 Teachers (At least one class taught having growth model data (4th through 8th grade Mathematics and Language Arts teachers)

Teacher Effectiveness Rubric (TER) Rating Calculations	Weight	Multiplier	Summative
Domain 1 Subtotal (Plan & Prep)	20%	.20	
Domain 2 Subtotal (Classroom Environment)	20%	.20	
Domain 3 Subtotal (Instruction)	40%	.40	
Domain 4 Subtotal (Professionalism)	20%	.20	
Teacher Effectiveness Rubric Total		1.0	x 0.80
Primary Student Measure (ISTEP for Grades 4-8 Teachers)	8%		x 0.08
Secondary Student Measure (Content Learning Goals for All Teachers)	7%		x 0.07
Schoolwide Accountability Grade (A-F)	5%		x 0.05
Summative Appraisal Plan Total			

Group 2 Teachers (No individual growth model data (most KDG through 3rd grade teachers, high school teachers, special education resource/inclusion teachers, related arts teachers, and related service providers).

Teacher Effectiveness Rubric (TER) Rating Calculations	Weight	Multiplier	Summative
Domain 1 Subtotal (Plan & Prep)	20%	.20	
Domain 2 Subtotal (Classroom Environment)	20%	.20	
Domain 3 Subtotal (Instruction)	40%	.40	
Domain 4 Subtotal (Professionalism)	20%	.20	
Teacher Effectiveness Rubric Total		1.0	x 0.80
Primary Student Measure (Course or Core Grade-level Content Learning Goals)	7.5%		x 0.075
Secondary Student Measure (Individual Teacher Class or Course Section Content Learning Goals)	7.5%		x 0.075
Schoolwide Accountability Grade (A-F)	5%		x 0.05
Summative Appraisal Plan Total			

Overall Ratings for the Summative Evaluation

In order to determine the overall summative rating (as required by Indiana Code) that includes the combined scores of Teacher Evaluation Rubric and the Student Data Model, the following scale will be enacted on a 4.0 scale (2.5 is the median score):

- High Effective   3.50 - 4.00
- Effective   2.50 - 3.49
- Improvement Necessary   1.75 - 2.59
- Ineffective   1.00 - 1.74

EVALUATIVE EVIDENCE

Evaluative evidence provides documentation of a teacher's attainment of performance expectations.
The types of evaluative evidence are as follows:

- A FORMAL OBSERVATION is an extended observation, usually the length of a class period. When the formal observation is an announced observation, the teacher will be afforded the opportunity to complete a **pre-observation form** (Appendix E) prior to the

week of the observation. A **post-observation reflection form** (Appendix F) is completed by the teacher following a formal observation to document and guide the discussion regarding their lesson and provide evidence of student learning tied to the lesson objectives.
- An INFORMAL OBSERVATION is a short unannounced classroom walkthrough (duration usually 10-15 minutes) by the evaluator to observe the teacher in any of the domain areas.

In addition, **ARTIFACTS** can be presented and reviewed as needed to document attainment of performance expectations. Artifacts are materials that relate to or affect instruction (e.g. lesson plans, assessments, unit planning materials, study guides, homework assignments, student work, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, and other materials of a similar nature).

Evaluation Process Overview

	Initial Practitioner License (1-2 Years of Employment)	Proficient or Accomplished Practitioner License (3+ Years of Employment)
Introductory Performance Expectations Conference	Group meeting to be held prior to the first formal observation.	Group meeting to be held prior to the first formal observation.
Formal Observation	**2 (minimum one each semester).** The first Formal Observations will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a **pre-observation form (Appendix E)**. **The second observation should be completed by March 1.** A post-observation conference (Appendix F) may be requested by the evaluator or teacher.	**1 (minimum) observation per year. The one observation will be announced and must be completed by March 1.** If other formal observations occur, they may be announced or unannounced. For announced observations, the teacher will be afforded the opportunity to complete a **pre-observation form (Appendix E)**. A post- observation conference (Appendix F) may be requested by the evaluator or the teacher.
Informal Observation	Teachers will receive a minimum of two (2) Informal Observations and/or additional to document attainment of	Teachers will receive a minimum of one (1) Informal Observation and/or additional as needed to document

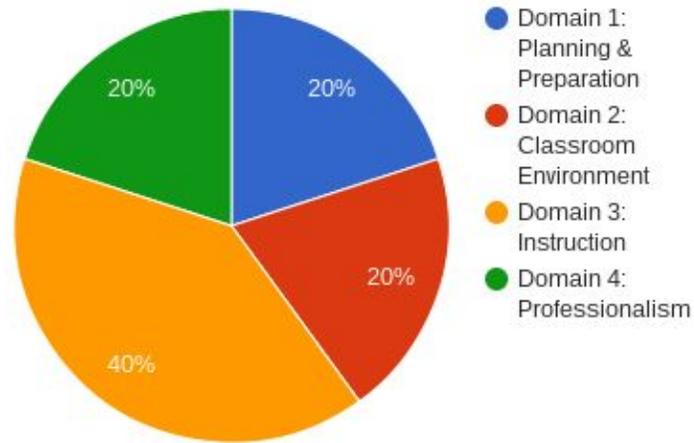|		
	performance expectations in any domain. A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post conference may be required by the evaluator or the teacher.	attainment of performance expectations in any domain. A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post conference may be required by the evaluator or the teacher.
Post-Observation Conference	To be held after each formal observation. A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference. Teachers may complete a **Post-Observation Conference Reflection Form (Appendix F)** to document and guide the discussion regarding their lesson and provide evidence of student learning tied to the lesson objectives.	To be held after each formal observation. A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference. Teachers may complete a **Post-Observation Conference Reflection Form (Appendix F)** to document and guide the discussion regarding their lesson and provide evidence of student learning tied to the lesson objectives.
Artifact Evidence	Artifacts presented and reviewed as needed to document attainment of performance expectations.	Artifacts presented and reviewed as needed to document attainment of performance expectations.
Summative Evaluation Conference	To be held prior to the conclusion of the school year. Teacher must receive summative document within 7 days following the conference. (IC 20-28-11.5)	To be held prior to the conclusion of the school year. Teacher must receive summative document within 7 days following the conference. (IC 20-28-11.5)

TEACHER APPRAISAL PLAN SUMMATIVE COMPONENTS

The Teacher Effectiveness Rubric (TER) accounts for 80% of the total rating for the Appraisal System. Student Learning Measures (SLM) account for 20% of the total rating for the Appraisal System.

Teacher Appraisal Plan

- Teacher Effectiveness Rubric
- Student Learning Measures

20%

80%
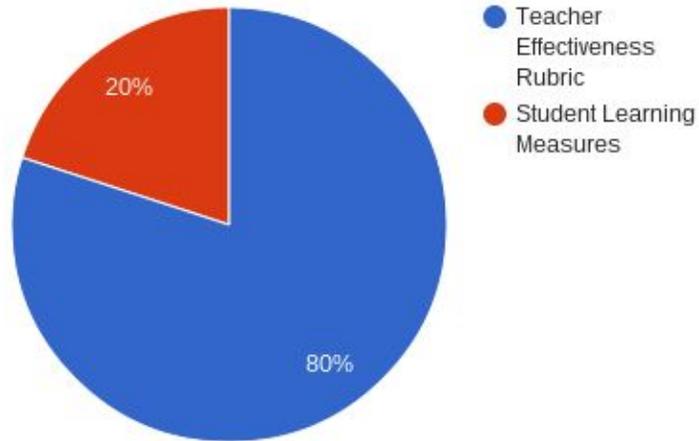
Each of the domain ratings is weighted according to importance and summed to form one rating for domains 1-4. The creation and design of the rubric stresses the importance of observable teacher and student actions. These instructional behaviors are reflected in Domain 3: Instruction. Good instruction matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others to promote teacher professional development impacting positive student learning outcomes.

Domain Competencies (80% of Overall Summative Appraisal)

- Domain 1: Planning & Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professionalism

20%
20%
20%
40%

Teacher Appraisal Plan Summative Components

- Domain 1: Planning & Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professionalism
- Student Learning Measures (IGM, Content Learnin…

16%
16%
16%
32%
20%
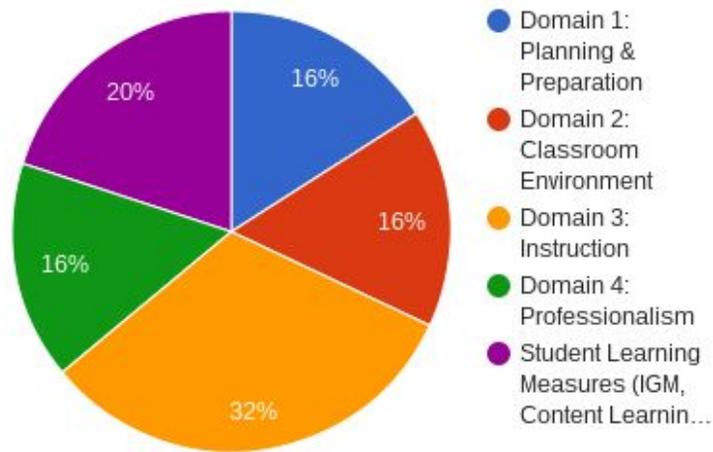
Post-Observation Conference

This conference is to be held after each formal observation to reflect upon the teacher appraisal rubric. A copy of the rubric with the evaluator's comments and observation notes will be given to the teacher in a reasonable period of time after the observation. At the conference, the teacher and evaluator will:

> 1. Review all performance expectation(s).
> 2. Answer questions and clarify expectations of the evaluator.
> 3. Review pieces of evidence/artifacts the teacher could use to document attainment of performance expectations.

If the evaluator has determined that the teacher's performance in a domain is at the Improvement Necessary level, the teacher and evaluator will:

> 1. Review the specific performance expectation(s) not being met.
> 2. Specify what is needed to improve the level of performance
> 3. Provide resources and guidance to the teacher in goal setting.

If, during a Post-Observation Conference, it is determined that there is a lack of proficiency in any domain area or specific teacher performance expectations have been rated as Ineffective, then the teacher and administrator will schedule a Mid-Year Conference to develop and implement a formal Plan of Assistance (Appendix I). When developing and implementing the Plan of Assistance, the evaluator will:

> 1. Identify and review the specific performance expectations not being met.
> 2. Specify what is needed to improve the level of performance
> 3. Provide suggestions, resources, strategies, and support the teacher may use to improve performance.
> 4. Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement.
> 5. Provide ongoing observations and feedback to the teacher throughout the duration of the plan.

Whenever a teacher is required to have a Mid-Year Plan of Assistance, the building principal will inform the Superintendent who will, in turn, inform the Association President.

Summative Evaluation Conference

An overall performance level will be determined at or before the summative evaluation conference. The teacher will receive a copy of the Summative Evaluation document to be

signed by both the assigned primary evaluator and the teacher. At the conference the evaluator will:

1. Review all performance expectation(s) and answer questions and clarify the reason(s) for the overall performance level.
2. Discuss with the teacher the evaluative recommendation for the next school year (i.e. *Renewal, Non-Renewal, Plan of Assistance for **Improvement Necessary** OR **Ineffective**.*)

In the event a teacher was placed on a Plan of Assistance initiated at a Mid-Year Conference, an additional Plan of Assistance may or may not result depending on expectations met at the time of the Summative Performance Levels Conference.

Plan of Assistance for *Improvement Necessary* Summative Performance Level

If a teacher's Summative Performance level is ***Improvement Necessary***, the evaluator will determine if the teacher's overall performance or performance on selected expectations requires a formal Plan of Assistance. When implementing a Plan of Assistance, the evaluator will:

1. Identify and review the specific performance expectations not being met using the domain rubric page(s) that applies to the performance expectation(s) not being met
2. Specify what **evidence** is needed to improve the level of performance
3. Provide suggestions, resources, strategies, and support the teacher may use to improve performance.
4. Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement (up to 90 days).
5. Provide ongoing observations and feedback to the teacher throughout the duration of the plan.
6. Professional development activities may be applied toward the employee's Plans of Assistance, impacting Professional Growth Points (PGPs) toward license renewal only (IC 20-28-11.5-6).

Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Superintendent who will, in turn, inform the Association President.

Plan of Assistance Timelines:

First Teacher Day through October 15

The Plan of Assistance will be implemented following a Post Observation Reflective Conference and **be determined by results of the entire summative evaluation instrument and be based on the teacher's performance (Domains 1-4) during the previous school year.**

October 15 through March 15

The Plan of Assistance will be implemented following a Post Observation Reflective Conference and be determined by results of all Domains (1 through 4) of the summative instrument and be based on the teacher's performance during the current school year.

March 15 through the end of School Year

The Plan of Assistance will be implemented following a Post Observation Reflective Conference and be determined by results of all Domains (1 through 4) of the summative instrument and be based on the teacher's performance during the current school year. A Plan of Assistance initiated after March 15 will remain in place until the entire summative evaluation instrument is completed.

At the conclusion of the Plan of Assistance, the evaluator will make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be placed on an ongoing or additional Plan of Assistance.

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference (refer to conference form), the evaluator will:

If the status of the teacher is *Improvement Necessary* - make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

If the status of the teacher is *Ineffective* - make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Superintendent who will, in turn, inform the Association President.

Secondary Evaluator

When a teacher has received a performance level of *Ineffective,* at the option of the teacher or the administrator, a second evaluator shall be appointed by the Superintendent or designee. The second evaluator will be an administrator in the building of the teacher making the request/primary evaluator making the request (or if necessary, an administrator from another building that possesses appropriate expertise). Notice of this appointment shall be sent to the teacher and the Association president. The second evaluator shall review the Plan of Assistance and previous evaluations. In addition to the evaluator, the second evaluator shall monitor the teacher's progress on the plan and make a judgment on contract renewal. The second evaluator's judgment is moot if the evaluator concludes that the objectives of the plan have been met. The second evaluator and primary evaluator will discuss the teacher's progress and status with the final responsibility of determination of employment status resting with the building principal.

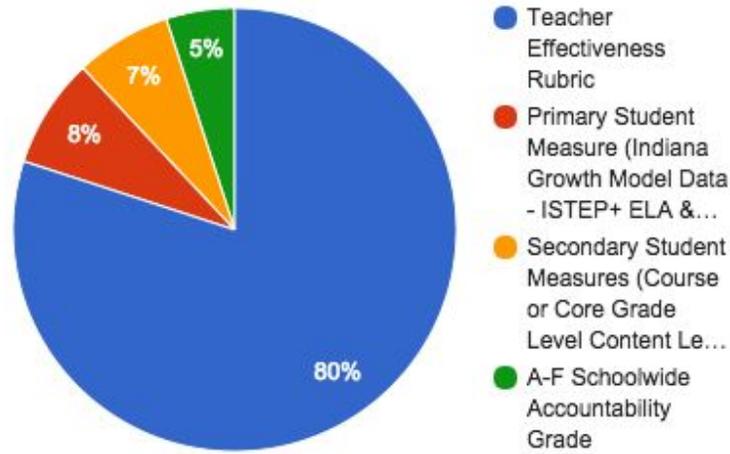**Instruction Delivered by Teachers Rated Ineffective**

Per IC 20-28-11.5-7, procedures must be established for the avoidance of situations in which a student would receive instruction for two consecutive years by a teacher rated as Ineffective. While this situation can be managed appropriately at larger buildings in the corporation with multiple sections of teachers per grade level and/or content area, this may not be the case for smaller instructional settings where each grade level may have one teacher. In cases like this, parents/guardians would be notified by the building principal concerning the teacher's evaluation and the measures being taken to assist the teacher in making professional adjustments.

Student Learning Measures

Student Learning Measure data will be different for teachers with Individual Growth Model (IGM) Data (ISTEP+ ELA and Mathematics) than with teachers without IGM data. The following charts and percentages are representative of the summative score.
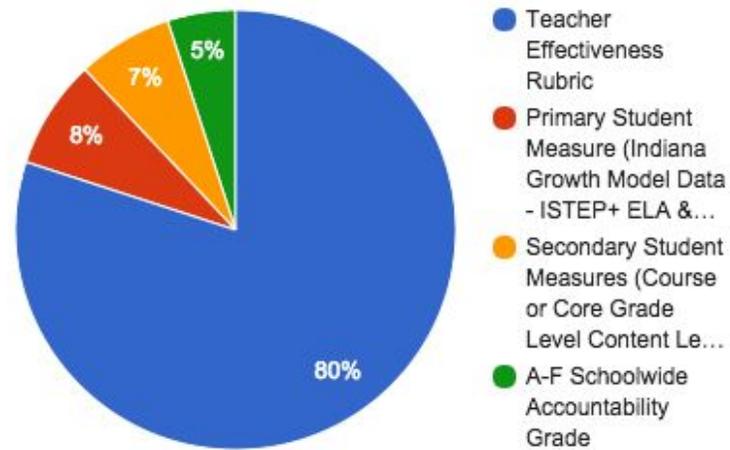
Group 1 Teachers (At least one of the classes taught have growth model data (4th through 8th grade Mathematics and Language Arts teachers)

Group 1 Teachers

Legend:
- Teacher Effectiveness Rubric
- Primary Student Measure (Indiana Growth Model Data - ISTEP+ ELA &…
- Secondary Student Measures (Course or Core Grade Level Content Le…
- A-F Schoolwide Accountability Grade

(80%, 8%, 7%, 5%)

Group 2 Teachers (No individual growth model data (most KDG through 3rd grade teachers, high school teachers, special education resource/inclusion teachers, related arts teachers, and related service providers).

Group 2 Teachers

Legend:
- Teacher Effectiveness Rubric
- Primary Student Measure (Indiana Growth Model Data - ISTEP+ ELA &…
- Secondary Student Measures (Course or Core Grade Level Content Le…
- A-F Schoolwide Accountability Grade

(80%, 8%, 7%, 5%)

NEGATIVE IMPACT ON STUDENT LEARNING

IC 20-28-11.4-4 (c) (4) and (6) requires that the following provision be included in each school Corporation's teacher evaluation plan: *A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.*

Negative Impact on Student Learning will be determined by the following:
Teachers receiving Growth Measure Data from IDOE (Classroom Teachers Grades 4-8 E/LA and Mathematics):

Negative Impact is characterized by a significant decrease in student achievement and a significantly low level of student growth. If there is a determination of Negative Impact, and the teacher's combined rubric and student achievement and growth summative level is Effective or Highly Effective, the summative level will be reduced to no higher than Improvement Necessary.

All other Teachers
If a teacher scores a 1 (Ineffective) on both Primary Measure and Secondary Measure, then the teacher shall be determined to have a Negative Impact on Student Learning.

Number of Teacher Days Required for a Qualifying Evaluation – Planned Leave
A Qualifying Evaluation refers to an evaluation of a teacher that has attended a minimum number of days required for the evaluation to be considered for any additional compensation resulting from the collective bargaining process.

Any teacher who plans to teach at least 120 instructional days in a school year should follow procedures of administering and documenting student achievement and growth measures. These measures should be written with all planned extended leaves in mind: both the assessment of student learning and content mastery standard should consider the timing and duration of the teacher's planned absence. The evaluator must approve all parts of these student achievement measures.

If an unplanned extended leave is necessary, and the teacher's approved measures are therefore not appropriate, the percentage of the teacher's summative rating that would have been based on the student achievement and growth measures will be moved to the percentage based on the Teacher Performance Rubric at 100%. The weighting of the points will be adjusted as necessary for the designation of the teacher's performance level.

DAYS PRESENT	EVALUATION PROCESS
120+ days	No change – As prescribed
46-119 days	Summative rating based upon measures available and appropriate:

	Teacher Performance Rubric weighted for their category. ● Rubric score will include data from at least one formal and one informal observation by primary evaluator
0-45 days	Evaluation declared incomplete for the school year. Implications for eligibility for pay raises will be determined through the collective bargaining process.

TEACHER EFFECTIVENESS RUBRIC

Domain 1 Planning and Preparation			
Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
1.1 Demonstrates knowledge of content and structure of the discipline			
Teacher demonstrates extensive knowledge of the important concepts in the discipline and how these relate to one another and to other disciplines.	Teacher demonstrates solid knowledge of the content and/or instructional practices specific to that discipline.	Teacher demonstrates limited knowledge of content and/or instructional practices specific to that discipline.	Teacher demonstrates little knowledge of the content or instructional practices specific to that discipline.
1.2 Demonstrates knowledge of students			
Teacher actively seeks knowledge of students' skills, backgrounds, cultures, language proficiency, interests, and special needs, and attains this knowledge for **individual** students.	Teacher actively seeks knowledge of student skills, backgrounds, cultures, language proficiency, interests, and special needs, and attains this knowledge for **groups** of students**.**	Teacher indicates knowledge of the importance of understanding students' skills, backgrounds, cultures, language proficiency, interest, and special needs, and attains this knowledge for the **class** as a whole.	Teacher demonstrates little or no knowledge of students' skills, backgrounds, cultures, language proficiency, interests, and special needs, and does not seek such understanding.
1.3 Establishes instructional outcomes			
Instructional outcomes are clear and represent high expectations and rigor. They offer opportunities for coordination and integration within the	Instructional outcomes are clear and represent high expectations and rigor. They are connected to a sequence of learning.	Outcomes represent moderate expectations and rigor. Outcomes are somewhat based on assessment of student needs.	Outcomes represent low expectations of students and lack rigor and clarity. Outcomes are not based on assessment of student needs.

disciplines and are adapted to the individual student needs.			

1.4 Establishes standards-based units of instruction and assessments

Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (for example technology, leveled readers, alternative delivery methods, etc.) resulting in a series of learning activities designed to engage students in higher order thinking (Depth of Knowledge). These are differentiated, as appropriate, for individual learners.	The teacher plans learning experiences that align with instructional outcomes and are suitable for the groups of students. The learning activities have reasonable time allocations; they represent significant levels of higher order thinking (Depth of Knowledge) with some differentiation for different groups of students. The lesson or unit has a clear structure.	Standards are identified, but there is insufficient structure for the plans to be coherent and progressive. Plans do not represent a moderate cognitive challenge, and do not differentiate for different students.	There is little or no evidence of planning, or plans are rarely based on content standards. There is no clearly defined structure.

1.5 Utilizes assessments to plan and analyze progress

Teacher's plan for formative student assessments is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessments have been adapted for individual students, as need.	The plan for student assessment is aligned with the instructional outcomes; assessments may have been adapted for groups of students, as necessary. Assessment criteria and standards are clear. Teacher has a well-developed process for using formative assessment. Teacher uses assessment results to plan for future instruction for groups of students.	Some of the instructional outcomes are assessed through the proposed Approach. The use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intend to use assessment results to plan for future instructions for the class as a whole.	Assessments are not aligned with instructional outcomes and contain no criteria or standards. Teacher has no plan to incorporate formative assessment in the lessons or unit, not any plans to use assessment results in designing future instruction.

Documentation for Post-Observation and/or Reflective Conference
Formal, Informal, and /or participatory Observations (see attached Observation Notes)

Artifact Evidence (list artifacts reviewed)
Improvement Necessary (list teacher goals for improvement for any performance expectations)
Ineffective:
_____Adjust the teacher and student observation/evidence sections of the rubric as needed to reflect indicators needed to improve the level of performance

Domain 2 The Classroom Environment			
Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
2.1 Facilitates classroom culture/climate			
Classroom interactions between the teacher and students are highly respectful. Students monitor themselves and ensure positive character and behavior among classmates.	Classroom interactions between the teacher and students are polite and respectful. Teacher reinforces positive behaviors and uses consequences to discourage negative behavior.	Classroom interactions between the teacher and students and among students are generally appropriate and free from conflict. There are occasionally displays of insensitivity or lack of responsiveness to individual differences among students.	Classroom environment conveys a negative culture for learning, with low teacher commitment, low expectations, for student achievement, and little or no student pride in work.
2.2 Establishes expectations for success			
Instructional activities and assignments convey high expectations for all students. Students track their academic progress and are able to communicate and use results to self-evaluate. Student success is celebrated.	Instructional activities and assignments convey high expectations for student learning. Students track their academic progress and can somewhat communicate about their results. Student success is recognized.	Instructional activities and assignments convey moderate expectations for student learning. Teacher does not build buy-in by the students. Students track their academic progress but do not understand its implications. Student success is not recognized.	Instructional activities, and assignments convey low expectations for student learning. Students of not track their academic progress. There is no knowledge of student success.
2.3 Manages classroom procedures			

Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.

2.4 Manages student behavior

Student behavior is appropriate and/or is effectively managed. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respectful of students.	Student behavior is appropriate and/or effectively managed. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	There appear to be no established standards of conduct, and little or not teacher monitoring of students behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.

2.5 Physical Environment

The teacher adapts the physical environment of the classroom to complement a variety of learning activities. Appropriate supplies, materials, and technology are readily accessible to all students, and current student work is displayed.	The teacher adapts the physical environment of the classroom to allow for collaborative as well as individual work. Supplies and materials are usually available. Technology is used appropriately, when available. Student work is displayed.	The teacher occasionally adapts the physical environment of the room to allow for a variety of learning activities. Supplies, materials, and technology are minimally accessible. Student work is displayed occasionally.	The teacher rarely adapts the physical environment of the classroom to complement a variety of learning activities. Appropriate supplies, materials, and technology are not readily accessible. Student work is not displayed.

Documentation for Post-Observation and/or Reflective Conference
Formal, Informal, and /or participatory Observations (see attached Observation Notes)
Artifact Evidence (list artifacts reviewed)
Improvement Necessary (list teacher goals for improvement for any performance expectations)
Ineffective:
____Adjust the teacher and student observation/evidence sections of the rubric as needed to reflect indicators needed to improve the level of performance

Domain 3 Instruction			
Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
3.1 Facilitates student engagement			
Teacher extensively makes use of a variety of activities including technology, academic games, interactive learning experiences etc. to facilitate engagement. All students are actively engaged in content at all times. The teacher checks for understanding and reacts proactively using varied techniques to maintain student engagement throughout the lesson.	Teacher often makes use of a variety of activities including technology, academic games, interactive learning experiences, etc. to facilitate engagement. Most of the students are actively engaged in content at all times and are not off task. Teacher notices and reacts when students are not engaged and checks for understanding.	Teacher varies some aspects of the instructional approach to facilitate student engagement. Some of the students are engaged in the learning process. Teacher notices but is slow to react when student are not engaged.	Teacher does not vary instructional methods to maintain student engagement. Few of the students are engaged I the learning process. Teacher does not notice or react when student are not engaged.
3.2 Differentiates instruction			
Teacher provides extensive differentiated ways of learning with content and assignments specific to individual student needs, all aligned	Teacher provides multiple ways of learning, as appropriate, all aligned to the lesson's objective. Technology is used	Teacher uses limited opportunities to differentiate instruction, activates or assignments to target different learning needs.	Teacher does not differentiate instruction, activities or assignments to target different learning needs.

to the lesson's objective. Technology is effectively integrated as an instructional tool as appropriate and as available.	appropriately during instruction as available.		

3.3 Communicates content

Teacher's explanation of content is extensive and clear, developing conceptual understanding by previewing new content and connection with students' prior knowledge and interests. Teacher communicates content in various ways such as visual aids, graphic organizers, music, literature, and technology. Teacher's spoken and written language is expressive and the teacher finds opportunities to extend student' vocabularies.	Teacher's explanation of content is clear, accurate, and connects new content with students' prior knowledge and experience. Teacher communicates content in various ways such as visual aids, graphic organizers, music, literature and technology. Vocabulary is appropriate to the students' age and interests.	Teacher's explanation of the content may contain minor errors; some portions are clear while other portions are difficult to follow. The teacher's spoken or written language contains some errors of grammar or syntax. Vocabulary is somewhat vague or used incorrectly, causing some confusion among students.	Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague or used incorrectly, leaving students, confused.

3.4 Communicates desired outcomes

The teacher explicitly communicates the outcomes to the students. All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written, or spoken in the form of student learning, and permit extensive methods of assessment. Outcomes take into account the varying needs of individual students.	The teacher has clearly written all instructional outcomes in the form of student learning, and suggests solid methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	The teacher communicates outcomes with limited expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the student in the class based on student learning.	The teacher communicates the outcomes as activities, rather than as student learning objectives. The outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.

3.5 Uses questioning and discussion techniques

Teacher uses a variety of questions or series of prompts to challenge students cognitively, advance high level thinking and discourse, and promotes metacognition. Students formulate relevant question, initiate topics and make unsolicited contributions.	While the teacher may use some low-level questions, he or she poses questions to student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for student to respond, allowing students to lead and facilitate the discussion and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	Teacher's questions are of low cognitive challenge, single correct responses and asked in rapid succession. Interactions between teacher and students are predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

3.6 Assesses for instruction

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of the assessment criteria. A variety of feedback, from the teacher and/or students, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Student of not appear to be aware of the assessment criteria.

3.7 Monitors student learning with formative assessments

Teacher actively, frequently, and systematically uses	Teacher monitors the progress of groups of students in the	Teacher monitors the progress of the class as a whole but does not use	Teacher does not monitor student learning in the curriculum.

formative assessments to inform instruction and to elicit and apply diagnostic information on individual students to monitor and improve their progress.	curriculum, making use of formative assessments to inform instruction and to elicit and apply diagnostic information on individual students to monitor and improve their progress.	formative assessments to inform instruction.	

3.8 Adapts structure and pacing

Teacher takes advantage of a "Teachable Moments." Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.	Teacher promotes the successful learning of all student, making minor adjustments as needed to instruction plans and accommodating student question, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but had only a limited repertoire of strategies to draw upon.	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores students and their questions when they are having difficulty.

Documentation for Post-Observation and/or Reflective Conference

Formal, Informal, and /or participatory Observations (see attached Observation Notes)

Artifact Evidence (list artifacts reviewed)

Improvement Necessary (list teacher goals for improvement for any performance expectations)

Ineffective:

_____Adjust the teacher and student observation/evidence sections of the rubric as needed to reflect indicators needed to improve the level of performance

Domain 4 Professionalism and Collegiality

Highly Effective	Effective	Improvement Necessary	Ineffective

4.1 Reflects on teaching

Teacher's reflection on the lesson is highly accurate and perceptive and cites specific characteristics. Teacher draws on an extensive repertoire to suggest alternative strategies.	Teacher's reflection provides an accurate and objective description of the lesson and cites specific characteristics. Teacher makes some specific suggestions as to how the lesson might be improved is necessary.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific details within the reflection. Teacher makes general suggestions as to how the lesson might be improved, if necessary.	Teacher's reflection on the lesson does not provide an accurate or objective description of the lesson, or teacher fails to provide reflections on lessons

4.2 Communicates with families

Teacher finds opportunities to engage families in the instructional program, as appropriate. Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Information to families about individual students is conveyed in an appropriate, confidential and timely manner.	Teacher communicates on a regular basis with families and makes regular attempts to engage them in the instructional process. Information to families about individual students is conveyed in an appropriate, confidential manner.	Teacher adheres to school procedures from communicating with families and makes some attempt to engage families in the instructional process.	Teacher communication with families about the instructional program or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.

4.3 Professional Growth

Teacher actively pursues optional professional opportunities to improve knowledge and practice. Teacher accepts constructive feedback to improve practices, and seeks out ways to implement new practices into instruction, where applicable. Teacher regularly shares newly learned practice and knowledge with others and seeks opportunities to lead professional learning.	Teacher actively pursues optional professional learning opportunities to improve knowledge and practice, accepts constructive feedback to improve practices, and seeks out ways to implement new practices into instruction, where applicable.	Teacher attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth.	Teacher rarely or never attends professional learning opportunities. Teacher show little or no interest in new ideas, programs, professional reading or classes to improve teaching or learning.

4.4 Follows policies and procedures

Teacher complies fully with school and Corporation policies and procedures, taking a leadership role with colleagues.	Teacher complies fully with school and Corporation policies and procedures.	Teacher complies minimally with school and Corporation policies and procedures, often failing to meet deadlines, submit reports.	Teacher has a pattern of failing to follow state, corporation, and/or school policies and procedures.

4.5 Demonstrates professionalism

Teacher displays the highest standards of ethical conduct. Teacher assumes a leadership role in ensuring that school practices and procedures are honored within the school.	Teacher displays high level of ethics and professionalism in dealings with students and colleagues, and complies fully with school and Corporation regulations and timelines.	Teacher behaves in an ethical manner towards students and colleagues. Teacher complies minimally with Corporation and school regulations, doing just enough to "get by."	Teacher has little sense of ethics and professionalism. Relationships with peers are negative or nonexistent. Teacher fails to comply with school and Corporation regulations and timelines.

4.6 Collaborates with peers

Teacher takes on leadership roles within collaborative groups at the school and/or Corporation level. When the opportunity exists, teacher serves as a coach or mentor to assist peers. Teacher is an active participant in collaborative endeavors.	Teacher seeks out and participates in opportunities to work with and learn from others. The teacher asks for assistance when needed and provides assistance to others in need.	Teacher participates occasionally in opportunities to work with and learn from others. Teacher does not seek assistance when needed.	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.

Documentation for Post-Observation and/or Reflective Conference

Formal, Informal, and /or participatory Observations (see attached Observation Notes)
Artifact Evidence (list artifacts reviewed)
Improvement Necessary (list teacher goals for improvement for any performance expectations)
Ineffective:
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STUDENT LEARNING MEASURES OVERVIEW

There are multiple methods of assessment for both student growth and achievement. When looking at available data sources to measure student learning, we must use measures that:
- Are accurate in assessing student learning and teacher impact on student learning;
- Provide valuable and timely data to inform/drive instruction in classrooms;
- Are fair to teachers in different grade levels and content areas;
- Are as consistent as possible across grade levels and content areas; and
- Allow for flexibility for districts/corporations, schools, and teachers to make key and informed decisions surrounding the best assessments for their students and their learning.

Indiana Growth Model Data – The Indiana Growth Model (IGM) is a statistical measure to determine how much change in ISTEP+ scores is equal to one year of student growth and is the most common method of measuring student growth. It answers the question, "how much did a student grow in a school year?" The IGM takes a student's ISTEP+ score in "year 1" and finds all other students in the state who scored exactly the same. Then "year 2" scores for the same group of students is observed to determine how each student's score compares to all others in the group. Growth is reported in percentiles. Calculation of the rating for IGM data for RBBCSC will follow the IDOE formula.

School-Wide Learning Measure – School-wide learning invests all individuals in the success of a school community's students. This measure is designed to be something that everyone can contribute to, regardless of grade level or subject area. The school-wide measure counts equally for all teachers and is aligned to each building's A-F Accountability Grade determined by the State DOE.

Content Learning Goals (Essential Standards) – Content goals are focused on tracking and measuring student progress toward specific content learning goals, or essential standards. Curriculum-based measures surrounding essential standards involve setting rigorous learning goals. Teachers should be able to track student progress on these goals by using a series of curriculum-driven, rubric-based common authentic assessments across grade-level content areas (K-8) and subject-specific content areas (9-12) to demonstrate student mastery level. With the transition to the new Indiana Academic Standards for College & Career Readiness (CCR), content learning goals (essential standards) will also include literacy and writing standards towards increasing student reading foundations, reading non-fiction, informational text, argumentative writing, and informational/explanatory writing across all content areas throughout the K-12 instructional continuum.

Individualized Education Plan (IEP) Objectives – The Individualized Education Plan goals are focused on tracking student progress specifically related to a student's IEP goals throughout the

year. Special education teachers should be able to track student progress on identified student learning objectives through the employment of a variety of research-based assessments that compliment the implementation of research-based interventions.

Student Learning Measures by Group

	Group 1: At least one of the classes taught have growth model data (4th through 8th grade Mathematics and Language Arts teachers)	**Group 2:** No individual growth model data (KDG through 3rd grade teachers, most high school teachers, special education resource/inclusion teachers, related arts teachers, and related service providers)
Student Learning Measures	8% Individual Growth Model Data (Grades 4-8 ISTEP+) 7% Content Learning Goals (Essential Standards) 3.5% Content Learning Goals Across Core Grade Level (All) 3.5% Content Learning Goals Across Individual Class/Course Sections 5% School-wide Measure (A-F Accountability Grade)	15% Content Learning Goals (Essential Standards) 8% Content Learning Goals Across Core Grade Level (All) 7% Content Learning Goals Across Individual Class/Course Sections 5% School-wide Measure (A-F Accountability Grade)

Content Learning Goals	Content Goal Examples (tied to content/course essential standards):	Content Goal Examples (tied to content/course essential standards):
	- Students will increase their oral reading fluency levels. - Students will develop understanding of key vocabulary words linked within the units of study for P.E. - Students will enhance their ability to comprehend what the author is saying by using a close reading protocol. - Students will be able to find the main idea and supporting evidence within an article. - Students will be able to apply key mathematics vocabulary words linked within the units of study for 7th grade mathematics. - Students will be able to demonstrate growth in their argumentative writing skills. - Students will demonstrate understanding of the changing role of the President throughout our history. - Students will be able to work with fractions and mixed numbers for addition, subtraction, multiplication and division. - Students will be able to identify and describe how the systems of the body work together to create overall health. - Students will develop a deep understanding of the five kingdoms of living things as evident both written and verbally.	- Students will increase their oral reading fluency levels. - Students will develop understanding of key vocabulary words linked within the units of study for P.E. - Students will enhance their ability to comprehend what the author is saying by using a close reading protocol. - Students will be able to find the main idea and supporting evidence within an article. - Students will be able to apply key mathematics vocabulary words linked within the units of study for 7th grade mathematics. - Students will be able to demonstrate growth in their argumentative writing skills. - Students will demonstrate understanding of the changing role of the President throughout our history. - Students will be able to work with fractions and mixed numbers for addition, subtraction, multiplication and division. - Students will be able to identify and describe how the systems of the body work together to create overall health. - Students will develop a deep understanding of the five kingdoms of living things as evident both written and verbally.

Scoring of Content Learning Goals

Student scores on common curriculum-based content assessments pertaining to the selected common goals will be configured in the following manner (with modifications as needed):

Content Learning Goals (towards mastery of Essential Standards):
1. All content areas will select essential content standards to progress monitor throughout the school year using templates provided or teacher-team developed authentic assessments.
2. Results will be used to inform grade-level content area collaborative meetings to discuss student progress or interventions to be made (PLC Common Assessment Review Protocol).
3. Teacher-made assessments or templates will be ongoing to assist teams in re-teaching and evaluating essential standards throughout the school year to help attain and/or maintain mastery.
4. Results will be entered into Pivot data warehouse portal or Google Drive Spreadsheet for administrator review, along with the Common Assessment Review Protocol, as evidence of student growth throughout the year.
5. An End of Year (EOY) Assessment consisting of a rigorous, higher order question and item-types covering these essential standards (Appendix B) will be given to students at each grade-level and/or content area (similar to PARCC/Smarter Balance models). The table below demonstrates how teachers will be categorized in the evaluation model based on Content Learning Goals across the grade-level and/or content area.

Standard Rating Tool for Determining Teacher Effectiveness Related to Grade-level, Content, and/or Course-selected Student Learning Measures

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75-100% of ALL students will have demonstrated the pre-selected proficiency level based on the content learning goal(s) established by the grade-level, content, and/or course.	50-74.99% of ALL students will have demonstrated the pre-selected proficiency level based on the content learning goal(s) established by the grade-level, content, and/or course.	33-49.99% of ALL students will have demonstrated the pre-selected proficiency level based on the content learning goal(s) established by the grade-level, content, and/or course.	0-32.99% of ALL students will have demonstrated the pre-selected proficiency level based on the content learning goal(s) established by the grade-level, content, and/or course.

*For students not meeting the pre-selected proficiency level based on the content learning goal(s) established by the grade-level, content, and/or course, the teacher(s) may provide other evidence (multiple measures) of student learning and growth toward the intended content learning goal(s).

**Students demonstrating learning and growth through multiple measures will be counted toward meeting the proficiency level for the teacher, at the discretion of the administrator.

Data Collection and Reporting Procedures

- Deadline for collection of data: 10 days after most recent assessment
- Method of collection: Corporation-issued Google Sheet
- Person responsible for reporting: Grade-level Content or Course Team, Individual

Definition of Negative Impact on Student Learning
If a teacher scores a 1 (Ineffective) on both the Primary and Secondary Measures, then the teacher shall be determined to be having a Negative Impact on Student Learning. If the teacher's summative rating (rubric and Student Achievement and Growth) together should yield a summative rating score in the Effective or Highly Effective range, and the teacher meets the criteria of Negative Impact on Student Learning, the summative score will be reduced to a level no higher than Improvement Necessary.

APPENDIX A

Student Removal from Achievement Data
Student Removal from Student Achievement and Growth Data
Attendance and Enrollment

Student attendance and enrollment definitions and circumstances are varied and often complex. Creating a one size fits all application to attendance and enrollment does not account for the unique student situations, variations in the length of courses, days available to deliver instruction, and unusual and extraordinary circumstances that can impact students' lives.

The sections below will serve as guidance and attempts to provide some level of consistency in the application of Student Achievement Data.

State Mandated Tests (ISTEP+)

Past practice from the IDOE has involved counting students' achievement on standardized tests if the student was enrolled in the teacher's classroom for 162 student days.

In addition, the previous IDOE administration's intent was to send Corporations ratings of 1 through 4 based on student achievement/growth on ISTEP+ for teachers in grades 4-8 in the subjects of English/Language Arts and Mathematics.

Below, is guidance regarding standardized tests under two possible IDOE scenarios:

Grades 4-8 E/LA and Mathematics
Scenario I – If the IDOE sends 1-4 Ratings

- The 1 through 4 number will be calculated in the teacher's Primary Student Achievement and Growth Measure as presented in the Administrative Guidelines

Grades 4-8 E/LA and Mathematics
Scenario II – If the IDOE does not send 1-4 Ratings

- Administration and teachers will collaborate to set criteria and cut scores to determine proficiency targets for designation of 1 through 4
- Criteria can include potential removal of student data due to extraordinary circumstances or absences from the day of testing
- The 1 through 4 number will be calculated in the teacher's Primary Student Achievement and Growth Measure as presented in the Administrative Guidelines

ISTEP+

- Students that attend 162 days will be counted in the data calculation for teacher evaluation
- Students absent from the day(s) of testing will not be counted in the calculation – state may show student as a Did Not Pass
- The teacher will be responsible for identifying students that were absent on testing days and counted as DNP
- The rating of 1 through 4 will be applied according to the teacher subject/grade Primary and Secondary Measure guidance

Extraordinary Circumstances

We have a responsibility for the growth and achievement of ALL students. When students encounter difficult circumstances in their personal lives that may impact attendance or school performance, we have a responsibility to use our school-based and Corporation-based resources to intervene. Therefore, in most cases, students meeting the attendance or enrollment requirements specified in the Primary or Secondary Measure will be included in the teacher evaluation calculation.

If a student suffers a traumatic event on or immediately prior to the assessment used for calculation of the teacher's evaluation, the student data may be eligible for removal. Events may include such circumstances that require the student to relocate or change living arrangements or death of an immediate family member.

If a teacher believes that the student shows signs of grief, agitation, or disengagement that are unusual and can be tied to extraordinary events, the teacher should proceed with the assessment as normal including the assessment of the student in question. When there is a possibility of a request to remove a student from teacher evaluation data, the teacher shall consult with the primary evaluator and obtain approval.

When the student is removed from the data, the reason for removal shall be documented on the data forms when submitting for evaluation.

APPENDIX B

Guide For Use in Assessments Applying to Student Achievement and Learning Measures Component of Teacher Evaluation

The following definitions are used to determine the cognitive level of individual test items.

All questions and content should be aligned with grade level Indiana Academic Standards for College and Career Readiness for the specific grade level content area or course of study.

The assessment questions should extend and deepen student knowledge and measure what students truly need to know for future learning through content area and/or course-identified priority (essential) standards.

Multiple choice assessments should have 25% of their questions from level one, 50% from level two, and 25% from level three. Level four is generally only applicable to some performance assessments and constructed-response questions.

Level	Learner Action
Level 1: **Recall (DOK)** **Remembering (Bloom's)** **Understanding (Bloom's)**	Requires simple recall of such information as a fact, definition, term, or simple procedure
Level 2: **Skill/Concept (DOK)** **Applying (Bloom's)**	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity
Level 3: **Strategic Thinking (DOK)** **Analyzing (Bloom's)**	Requires reasoning, planning, using evidence, and thinking at a higher level
Level 4: **Extended Thinking (DOK)** **Evaluating (Bloom's)** **Creating (Bloom's)**	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

The questions used on the benchmark and/or summative assessments should not be provided to students on any other assignment or assessment.

APPENDIX C

<u>Content Learning Goals Assessment Development Worksheet</u>

APPENDIX D

Testing Security Procedures and Expectations

Any individual with a license granted by the IDOE who violates the Code of Ethical Practices and Procedures as established and published may face disciplinary action by RBBCSC, and/or other applicable remedies available under the state and federal laws.   Information referenced: http://www.doe.in.gov/sites/default/files/assessment/2012-08-20-ch10-testprepadminandreporting.pdf

Test Examiners and Their Role:

Statewide Tests
The assessments are to be administered only by personnel who hold a license granted by the Indiana Department of Education. The license must be an instructional, administrative, or school services license. Personnel not properly trained and certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may not serve as   test examiners. (For state assessments, they may serve as proctors.) In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner.

Local Assessments
Assessments that impact teachers' Primary or Secondary Measure as part of the RBBCSC Appraisal System should be administered by the classroom teacher, or a certificated employee. The RBBCSC administration understands that circumstances may impact a teacher's ability to administer the assessment on the specified day or individual student circumstances exist impacting the teacher's ability to administer the assessment.
Teachers should:
- Follow department protocol when administering, scoring, recording, and storing student assessments
- Administer assessments themselves whenever possible
- Consult department chair or principal when assessments are scheduled and teacher must be absent
- Use Corporation-wide protocols when administering assessments such as AIMSWeb, STAR, Acuity, or other commercially designed assessments
- Follow student's IEP or ILP – if an Instructional Assistant (IA) is trained and approved to administer local assessments, in most cases, the IA will be allowed to administer or proctor
- If an IA or other non-certified staff administers the assessment, take all steps necessary to protect the security, confidentiality, scoring, reporting, and storage of test materials per Corporation/department expectations.

APPENDIX E

<u>Pre-Observation Form - Teacher</u>

This portion is to be completed by the evaluator:

Teacher:	
Subject or Course the evaluator will be observing:	
Formal Observation will occur during the week of:	

This portion to be completed by the teacher and submitted prior to the week of the formal observation:

Engagement *Describe how you will use a variety of activities to facilitate engagement.*	
Differentiation and Instruction *Describe how you will provide multiple ways of learning, as appropriate, and how they are aligned to the lesson's objective.*	
Communicates Content *Describe how you will connect new content with the students' prior knowledge and experience. List any resources you will use.*	
Communicated Desired Outcomes *Describe the instructional outcomes, how they will be communicated and differentiated for the varying needs of the students.*	
Questioning and Discussion Techniques	

Describe how discussions and questioning will be used during the lesson. List the strategies that you will use to ensure that most students participate.	
Assessment for Instruction *Describe how formative assessments will inform your instruction.*	
Adapts Structure and Pacing *Describe how you will adapt pacing for all students' learning.*	

APPENDIX F

<u>Post-Observation Reflection Form - Teacher</u>

This portion is to be completed by the evaluator:

Teacher:	
Subject or Course the evaluator observed:	
Formal Observation will occur during the week of:	
Conference Date/Time:	

This portion to be completed by the teacher:

Questions	Reflections
What do you feel went well during this lesson?	
Were you able to follow your planned lesson?	
What did you observe your students doing?	
How do you know your students understood the lesson/objectives? What evidence do you have? How were you able to assess their level of understanding?	
How would you approach this lesson differently?	

Evidence of student work tied to the lesson: What does the student work tell you?	

APPENDIX G

RBBCSC Formal Plan of Assistance

Teacher_____

Evaluator_____

Type of Assistance Plan (please highlight)   ____Improvement Necessary   ____Ineffective

If a teacher's Summative Performance level is **Improvement Necessary,** the evaluator will determine if the teacher's overall performance or performance on selected expectations requires a formal Plan of Assistance.

If a teacher's summative performance level is **Ineffective**, the evaluator will meet with the teacher to determine a formal Plan of Assistance.

If during a Performance Expectations Reflective Conference it is determined that there is a significant lack of proficiency in any domain area or specific teacher performance expectations have been rated as **Ineffective**, then the teacher and administrator will:

1. Schedule a Mid-Year Conference to develop and implement a formal Plan of Assistance.
2. Review what will occur at the Mid-Year Conference (Appendix E)

A Plan of Assistance shall be established between the evaluator and the teacher to include the following:

Plan Components	Actions/Improvement Strategies
1. Note the specific performance expectation (s) not being met. Refer to the appropriate Teacher and Student Evidence associated with the referenced performance expectations.	
2. Refer to the appropriate Teacher and Student Evidence (Rubric with Evidences) associated with the identified performance expectations addressed in this plan. Make additions to or clarify evidence in order to assist the teacher in meeting the expectations of the Plan of Assistance. Note below the Teacher/Student evidences to be addressed.	
3. Note the system that will be used to monitor this Plan of Assistance. Examples: increased number of classroom walk-through observations, formal or informal observations; methods of collecting feedback from teacher on assigned reading; scheduled follow-up meetings; manner that teacher may submit written evidence or examples of student work.	
4. Note the resources and support that will be extended to the teacher to assist in meeting the expectations of the Plan of Assistance. Support may include the services of a fellow teacher	

	to serve as a classroom observer (non-evaluative), coach or mentor.	
5.	Note the date by which the plan must be completed, up to 90 school days.	
6.	If the teacher's requirements to meet the expectations of the Plan of Assistance include participation in professional development activities, note below the nature of the activities, the expected time to be spent in or on the activities, and how feedback and reflection following the activities will be reported to the evaluator. Also note the anticipated Professional Growth Points for license renewal that will be applicable at the conclusion of the PD activities.	
7.	Note any pre-scheduled progress meetings between the evaluator and the teacher during the duration of the Plan of Assistance. or Reference or clarify any supporting documents that may be attached to this Plan of Assistance.	

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally.   The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference (refer to conference form), the evaluator will:

If the status of the teacher is Improvement Necessary- a judgment will be made by the evaluator as to whether the teacher will be recommended for renewal or non-renewal or be required to have a Plan of Assistance for either Improvement Necessary or Ineffective. Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Assistant Superintendent or Superintendent of Schools who will, in turn, inform the Association President.

Signatures

This Plan of Assistance shall begin on _____
                                                                                Date

_____
Evaluator Signature

I understand the expectations and provisions of this Plan of Assistance.

_____
Teacher Signature

_____

Date

APPENDIX H

<u>Glossary</u>

Content Learning Goals (Essential Standards) – Content goals are focused on tracking and measuring student progress toward specific content learning goals, or essential standards. Curriculum-based measures surrounding essential standards involve setting rigorous learning goals. Teachers should be able to track student progress on these goals by using a series of curriculum-driven, rubric-based common authentic assessments across grade-level content areas (K-8) and subject-specific content areas (9-12) to demonstrate student mastery level. With the transition to the new Indiana Academic Standards for College & Career Readiness (CCR), content learning goals (essential standards) will also include literacy and writing standards towards increasing student reading foundations, reading non-fiction, informational text, argumentative writing, and informational/explanatory writing across all content areas throughout the K-12 instructional continuum.

Domain: There are four domains, or broad areas of instructional focus, included in the Teacher Effectiveness Rubric: Planning and Preparation, Classroom Environment, Instruction, Professionalism and Collegiality. Under each domain, competencies describe the essential skills of effective instruction.

End-of-Course Assessment: An assessment given at the end of the course to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

End-of-Year Conference: A conference in the spring during which the teacher and primary evaluator discuss the teacher's performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference" as well.

Formal Observation: An observation lasting a minimum of 40 minutes. Extended observations can be announced or unannounced, and are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within seven school days of the observation.

Formal Plan of Assistance: This Plan of Assistance will identify and review the specific performance expectations not being met; Specify what is needed to improve the level of performance; Provide suggestions, resources, strategies, and support the teacher may use to improve performance; Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement;

and Provide ongoing observations and feedback to the teacher throughout the duration of the plan.

Formative Assessments are part of the instructional process and provide data needed to adjust teaching and learning while it is happening.

Indiana Growth Model Data: The Indiana Growth Model (IGM) is a statistical measure to determine how much change in ISTEP+ scores is equal to one year of student growth and is the most common method of measuring student growth. It answers the question, "how much did a student grow in a school year?" The IGM takes a student's ISTEP+ score in "year 1" and finds all other students in the state who scored exactly the same. Then "year 2" scores for the same group of students is observed to determine how each student's score compares to all others in the group. Growth is reported in percentiles. Calculation of the rating for IGM data for RBBCSC will follow the IDOE formula.

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) measures student achievement in the subject areas of English/Language Arts and Mathematics (Grades 3 through 8), Science (Grades 4 and 6), and Social Studies (Grades 5 and 7). ISTEP+ reports student achievement levels according to the Indiana Academic Standards. An Applied Skills Assessment and a Multiple-Choice Assessment are used to measure these standards.

Individualized Education Plan (IEP) Objectives – The Individualized Education Plan goals are focused on tracking student progress specifically related to a student's IEP goals throughout the year. Special education teachers should be able to track student progress on identified student learning objectives through the employment of a variety of research-based assessments that compliment the implementation of research-based interventions.

Informal Observation: An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within five instructional days.

Pedagogical Goal - The pedagogy goal is a personal professional development plan a teacher will work on during the school year to enhance their instructional effectiveness. They should choose the area and then develop 3-4 ways to increase their capacity within this area.

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator.

Secondary Evaluator: An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator. Performance Expectations Reflective Conference

This conference is to be held after each formal or participatory observation to reflect upon the teacher appraisal rubric.

School-Wide Learning Measure – School-wide learning invests all individuals in the success of a school community's students. This measure is designed to be something that everyone can contribute to, regardless of grade level or subject area. The school-wide measure counts equally for all teachers and is aligned to each building's school improvement plan. This overarching goal is to be decided through the School Improvement Team and can include goals focusing on informal writing, attendance, etc.

Summative Performance Levels Conference: This is an overall performance conference where the evaluator will review all performance expectation(s) and answer questions and clarify the reason(s) for the overall performance level and will discuss with the teacher the evaluative recommendation for the next school year (i.e. Renewal, Non-Renewal, and Plan of Assistance for Improvement Necessary OR Ineffective.)