

**SOUTHWEST DUBOIS COUNTY
SCHOOL CORPORATION**



***Teacher Growth Plan
2024-2025***

Updated August 2024

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Philosophy

An exceptional school experience can only be created by exceptional educators, so Southwest Dubois will work to cultivate educators who can confidently implement practices that lead to extraordinary outcomes for each of their students.

Purpose

The Teacher Growth Plan was developed:

1. To shine a spotlight on great teaching.
2. To provide clear expectations for teachers.
3. To support a fair and transparent evaluation of effectiveness.

Beliefs

Our plan for teacher growth is rooted in our conviction that we can all get better, that growth should never be optional, and that our commitment to that growth requires a plan and intentional work toward a desired future. It is about each one of us trying to improve our craft, which in turn will improve the academic success of our students. Our framework for growth should be clear, specific and should provide each teacher with actionable steps for improvement. It should be based on the understanding that professional learning is an ongoing practice requiring conversation, reflection, professional development, and innovative risk-taking. We believe that it is the responsibility of school leaders to foster an environment of trust, where teachers feel safe enough to be vulnerable about their strengths and areas of needed growth. We are committed to the Teacher Growth Plan as a living document that will be reviewed annually to reflect current research, new understandings, and the ever-changing needs of our students and teachers.

Commitments

Southwest Dubois County School Corporation is Committed to:

1. **Learning:** We accept **learning** as the fundamental purpose of our district and therefore are willing to examine all practices in light of their impact on learning.
 - Embrace and model a growth mindset
 - Pursue continuous professional improvement through self-reflection.
 - Accept feedback as a means to improvement
 - Engage in professional development activities
2. **Collaboration:** We are committed to working together to achieve our collective purpose. We cultivate a **collaborative culture** through development of high performing teams.
 - Embrace the role as a team member and help with decision making
 - Give honest, open feedback, and communicate in a positive manner.
 - Share best practices, and proactively seek information from others to be effective
 - Maintain a professional presence during meetings
 - Resolve challenges in a respectful manner

3. **Results:** We assess our effectiveness on the basis of **results**. We demonstrate high expectations of individuals, teams, schools, and district leaders. We seek relevant data and information to use to promote continuous improvement.

- Address challenges with solutions
- Celebrate growth
- Use data to self-evaluate and be willing to change

Indiana Law

In 2011, the State of Indiana passed Senate Enrolled Act 1, which directs how school districts evaluate teachers and assign teacher compensation (IC 20-28-11.5).

This law required that teacher evaluations:

- **Be annual:** Teachers, regardless of experience, deserve meaningful feedback on their performance on an annual basis.
- **Include Four Evaluation Ratings:** An annual designation of each certificated employee: (4) Highly effective, (3) Effective, (2) Improvement necessary, (1) Ineffective.
- **Teacher Compensation: “Pay for Performance”**
 - Each school corporation shall develop and implement a plan beginning with the school year 2012-13.
 - It shall be made only to teachers rated as “effective” or “highly effective” under the school districts approved evaluation plan.
- **Negative Impact:** The State Board of Education rule at 511 IAC 10-6-4 (c) as follows:
 - Negative Impact on student learning shall be defined as:
 - For classes measured by statewide assessments with growth model data (grades 4-8 ILEARN, grade 3 IREAD), the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
 - For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data shows a significant number of students across a teacher’s classes fail to demonstrate student learning or mastery of essential standards established by the state.
 - Dibels (grades K-2) or 30% of students failing in two or more classes taught by the same teacher.
 - Teachers who negatively affect student achievement and growth cannot receive a rating of highly effective or effective.

Annual requirements:

1. We must report in our district Evaluation Plan (filed with DOE under Legal Assurances Standard 12 annually) that we hold an annual pre-evaluation planning session with all principals.
2. Before any evaluations can be conducted each school year, the district must discuss with the teachers’ association the proposed “plan for evaluations” for the year.
3. Once discussed with CTA, the district’s teacher evaluation plan must be explained annually to the School Board at a public hearing.
4. As soon as the evaluations from the prior year are finalized the district must: create an aggregate report of the results of the teacher evaluation process for the district, discuss it with CTA in private, and then present to the School Board at a public hearing.
5. By Oct 1 school districts must provide IDOE with ratings organized by School Personnel Number (SPN).

Teacher Long-term Absence

In case of a long term absence, an evaluator may count the educator’s evaluation as complete as long as the educator was on duty for one semester and had at least 1 observation. Any educator that works less than one semester may not be

evaluated effectively. In that case, the evaluation will be labeled incomplete and the teacher will fall back to the last completed evaluation for pay purposes.

Evaluation of Certified Staff Not Assigned to a Classroom

Certificated employees who teach individual children and do not teach in an entire class setting (ex. speech pathologist, special education teachers, multilingual learner teachers, counselors, media specialists, instructional coaches) will utilize specialized rubrics created by professional organizations representing each of these groups or modifications to the existing rubric will be used to determine highly effective, effective, improvement necessary, and ineffective in their professional practice. For school years in which more than 60 school days are deemed virtual, teacher evaluations will be based on the previous year's teaching evaluation.

Teacher Induction to the Teacher Growth Plan

Training will take place with all certified staff when a change is made to the evaluation plan. New teachers to the district and beginning teachers will be provided the same training at either the building level or the corporation level. Documents necessary for the implementation of the evaluation process will be provided to new staff to ensure that they have a clear understanding of the process during the induction period.

Training for Staff Responsible for Evaluation

Administrators responsible for conducting staff evaluations will receive training in observation skills, artifact and document analysis, conferencing and mentoring skills, professional growth plan development, and feedback skills. This training will be ongoing and will occur annually. Training will incorporate procedures needed to ensure validity, reliability, and consistency in collecting and using evidence to promote teacher growth. New Administrators to the school corporation shall provide proof of said training. If said training has not occurred, the Administrator shall be trained as soon as it becomes available. Principals will serve as primary and/or secondary evaluators for all certificated employees. The superintendent will be the primary evaluator for all principals.

Types of Evaluators

1. **Primary Evaluator:** The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator. In our corporation, the principal is the primary evaluator for each of the teachers in his/her buildings.
2. **Secondary Evaluator:** An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Each teacher may have more than one secondary evaluator depending on the grade levels and/or buildings taught.

Teachers Serving in Multiple Buildings

Principals in buildings sharing a teacher will determine the primary and secondary evaluator based on the number of courses taught in each building. Teachers will be notified no later than September 1st of their evaluator assignments.

Performance Evaluation Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Ineffective (0-1.49):** An ineffective teacher’s performance demonstrates weaknesses that negatively impact students and/or the school climate, despite intervention. Even after areas for professional growth have been identified and an improvement plan has been developed by the teacher and the evaluator, the teacher failed (or refused) to make the required improvements. A teacher who receives 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*.
- **Needs Improvement (1.5-2.49):** A teacher who needs improvement demonstrates a significant need for improvement, which may at times negatively impact students and/or the school climate. Areas of professional growth can be identified, and the teacher willingly accepts support. A plan for improvement will be developed by the teacher and the evaluator.
- **Effective (2.5-3.49):** A proficient teacher’s performance typically demonstrates a strong implementation of performance indicators without ongoing support or direction. Each teacher should feel confident and comfortable with a proficient evaluation rating. The teacher’s performance favorably impacts students as well as the school’s overall climate. The teacher serves as a model in some areas, and areas for professional growth are generally self-directed.
- **Highly Effective (3.50-4.00):** Proficient teachers who actively and intentionally seek to positively influence the growth of other educators and contribute to efforts towards the district’s vision beyond the scope of their classroom are eligible for the highest performance level rating. These individuals will serve as models and mentors for other educators, lead professional learning, and serve in other areas of teacher-leadership/contribution (as determined by the teacher and his/her evaluator). Teachers who are interested (and eligible) will be able to opt-in to these responsibilities each year.

Teachers who receive an Ineffective or Needs Improvement are not eligible for a pay raise the following school year. The school corporation must annually provide the results of teacher performance evaluations including the number of teachers placed in each category to the IDOE.

Notification to Parents of Ineffective Teachers

Principals will not, when possible, place students in classrooms for two consecutive years with an “Ineffective” teacher. If this is not possible, parents will be notified in writing that their child(ren) has been placed for two consecutive years in a classroom with an “Ineffective” teacher.

Teacher Placement Categories and Status Changes

1. **Established:** All teachers who entered into an initial contract with Southwest Dubois **before July 1, 2011**.
 - a. A teacher can be dismissed for incompetence if they receive two consecutive ineffective ratings of any combination of “Improvement Necessary” or “Ineffective” ratings in three of five years.
2. **Professional:** Any probationary teacher rated “Highly Effective” or “Effective” in **3 of 5 years after July 1, 2011**.
 - a. A teacher can revert to Probationary status if they receive one “Ineffective” rating.
3. **Probationary:** All teachers **hired on or after July 1, 2011**. A principal may decline to continue a contract if a teacher receives:
 - a. an “Ineffective” rating.
 - b. two consecutive “Improvement Necessary” ratings.
 - c. any combination of “Improvement Necessary” or “Ineffective” ratings in three of five years.

Individual Teacher Growth Plan

Each teacher at Southwest Dubois will have an informal plan for growth and improvement with ongoing, measurable

goals for learning and practice. Completion of a learning plan will fulfill the requirements in the teacher proficiency measures. There will be strong alignment between Individual Teacher Growth Plans and the professional development that is available through PLCs and the school/district-wide opportunities.

Targeted Teacher Support Plan

Teachers in the categories below will have plans with specific, targeted support in place. Appendix G will be used to ensure teachers in these categories receive the support they need.

- A teacher who is in jeopardy of being rated as ineffective or improvement necessary
- A teacher who has been rated ineffective or needs improvement within the past 5 years.
- A teacher who is in their first year at Southwest Dubois.
- A teacher who has less than 2 total years of teaching experience.

Teacher Performance Improvement Plan

Any teacher receiving an ineffective or improvement necessary rating on any summative evaluation shall be placed on a performance improvement plan by their evaluator. Specific instructional and performance goals, objectives, and/or professional development activities will be developed by the evaluator to correct the deficiencies noted in the evaluation for the teacher in question. The teacher shall comply with and fully implement all recommendations and/or directives for performance improvement and/or professional development. Failure to do so, or to meet the desired performance outcome as determined by the evaluator, may result in disciplinary action up to and including termination/cancellation of the contract.

Professional Development

The goal of professional development is to improve teacher confidence by allowing teachers opportunities to work together and learn from each other, try new things, and reflect on their growth over time.

- Each school allocates time PLCs (grade level and content based). Topics for professional development will be determined by staff needs and priorities outlined in the school's improvement plan. Teacher leaders may offer professional development to staff.
- School and District-wide professional development will be offered each year and will be designed based on the needs of the group as a whole.
- Collaborative teams with common challenges and/or goals will work together to analyze student learning information and learn together.

Classroom Observations

Multiple, unlimited classroom observations of various lengths of time shall be conducted each year. Additionally, teachers will be encouraged to visit each other's classrooms.

A Classroom Observation Form (Appendix E) is a means for evaluators to visit classrooms more frequently and more purposefully. It is a tool that provides the evaluator an opportunity to gather evidence of instruction and gauge classroom environment over a series of short visits in order to provide targeted evidenced-based feedback to teachers. Upon completion of any observation, the evaluator may provide activities for performance improvement and/or professional development. The teacher shall comply with and implement all recommendations and/or directives for performance improvement and/or professional development.

The Learning Walk is a means for teachers to learn from each other. They can be built into Teacher Individual Growth Plans. A suggested guideline (Appendix F) is provided to ensure learning walks are beneficial and that information gathered drives professional conversations.

Frequency of Classroom Observations

Two highly effective ratings in the past three years, will have a minimum of one observation during the school year. The observation can be formal or informal and is a collaborative decision between the administrator and the certified employee.

Each certified employee who does not qualify for the minimum of one observation will have a minimum of two observations during the school year - one each semester. One of the two observations must be formal but the second can be either.

Formal:

- Scheduled with the certified employee prior to visit.
- Be at least 30 consecutive minutes.

Informal:

- May include any and all things that reflect overall professionalism.
- May take place in a variety of professional environments.
- May be lessons or activities outside of the classroom.
- May be lessons, activities, or interactions observed on administrative walk-throughs.
- May include observations of professional interactions between a certified employee and a variety of individuals: students, colleagues, parents, administrators, community members, or other school staff.
- May include involvement in or at extracurricular functions or community-sponsored activities.

Who	Teachers with two HE rating within the last 3 years	All other certified staff	0-2 years experience
Teacher Growth Goal	1	1	1
Observations	Minimum 1 Formal or Informal	Minimum 2 (at least 1 formal)	Minimum 4 (at least 1 formal)
Walkthroughs	Every Class, Every 2 Weeks.		

Timeline

May-September	Beginning of the Year Conference (in-person or digital communication) Teachers submit Teacher Growth Plan to their primary evaluator <i>Teacher Leadership/Contribution Plan (optional)</i>
September-Dec	Teachers collect evidence for Teacher Growth Plan Evaluators conduct observations
Nov-Feb	Mid-year check-in (in-person or digital communication)
Jan-April	Teachers collect evidence for Teacher Growth Plan Evaluators conduct observations
May	End-of-Year reflection Summative Teacher Performance meeting (in-person) with primary evaluator Work on Teacher Growth Plan for the following school year

Components to Determine an Evaluation Rating

1. Teacher Proficiency Measures (everyone starts at 2.5)

- Evaluator will compile ratings and notes from formal and informal observations, conferences, and other sources of information.
- Collect a body of information representing teacher practice throughout the year.
- Evaluators may also be given access to materials and evidence provided by the teacher such as lesson plans, student work, family communication, etc.

Observations	Proficient (0)	Developing (-0.5)	Does not Meet (-1)
Contributes to a Positive School Culture <ul style="list-style-type: none"> • Works with and learns from others, asks for assistance when needed, and assists others in need. • Works to find solutions and make things better. • Refrains from complaining and blaming. • Consistently communicates high expectations for students. 	Proficient (0)	Developing (-0.5)	No Attempt (-1)
Displays a Commitment to the Education of Each Student <ul style="list-style-type: none"> • Tracks and analyzes student progress as well as their impact on learning over time and routinely reflects on teaching practices related to student learning outcomes. • Advocates for students' individual needs, attempts to remedy obstacles around student achievement, makes changes and takes risks to ensure student success. • Proactively reaches out to families in a variety of ways to engage them in student learning, participates in all scheduled outreach and home-connection opportunities provided by the school • Responds promptly to contact from families and addresses concerns in a timely and positive manner. 	Proficient (0)	Developing (-0.5)	No Attempt (-1)

2. Professionalism	Yes	No
Attendance <ul style="list-style-type: none"> • The individual has demonstrated a pattern of unauthorized absences. • Exceeded their allotted days of allowable absence - total absences. On-Time Arrival <ul style="list-style-type: none"> • The individual has demonstrated a pattern of unexcused late arrivals. Policies and Procedures <ul style="list-style-type: none"> • The individual has demonstrated a pattern of not following state, corporation, and school policies and procedures. Respect <ul style="list-style-type: none"> • The individual has demonstrated a pattern of interacting with students, colleagues, parents/guardians, and community members in a disrespectful manner. 	(-0.25) - (-1)	(0)

3. Teacher Leadership and Contribution

- Teachers with a minimum proficiency rating of 2.51 will be eligible for designation for teacher leadership/contribution during the following school year *if they are interested*.
- Teachers will have the opportunity to opt-in and out of teacher leadership/contribution roles on an annual basis. They will work with their building administrator to set up a proposed plan for teacher leadership.
- Teachers can earn up to **1 point** for taking on these roles.
- Potential opportunities for leadership include, **but are not limited to, the items below.**

Serve as a mentor or coach for another teacher	0.5 point/year
Lead a series of professional development around a specific initiative or teaching strategy during PLCs or a faculty meeting	0.5 points/semester (4-5 events)
Lead a collaborative team or participate on a leadership team/committee (paid or unpaid)	0.25 points (max of 0.5 points/year)
Coach or lead a student extracurricular group or activity (paid or unpaid)	0.5 points
Lead an initiative	0.5 points/year for new initiatives 0.25 points/year for established initiatives
Volunteer to lead or participate in family engagement events	0.25 points (max of 0.5 points/year)

Teacher Growth Plan

The Individual Teacher Growth Plan is designed to continuously improve professional practice. Participation in this process will serve the dual roles of achieving and maintaining highly effective status while improving student learning. Reflective questions are meant to facilitate this process. Not every question must be answered, no copy of this document must be submitted, and **only Appendix B is required to be shared with the evaluator.**

Step 1: Complete the Self-Reflection (Appendix A).

Step 2. Use the results of the self-reflection to identify strategies for targeted, continuous improvement.

Reflective questions:

- Which section identified through the self-audit will provide me the best opportunity for targeted improvement?
- What strategies will provide me the best opportunity for targeted improvement?

Step 3: Consider how selected strategies may affect

- **Professional learning and collaboration**
- **Professional practice**
- **Student learning**

Reflective questions:

- What professional learning will I pursue to grow in the target area?
- Will I need to collaborate with colleagues (department/grade level teams, instructional coach, peers, administrators, etc.)?
- How will my planning and instruction need to be different in order to grow in the target area?
- What will I need to do more? What will I need to do less?
- What resources will I need for professional learning, collaboration, planning, and instruction?
- What evidence will show my progress in the target area? How and when can that evidence be collected?

Appendix A: Teacher Self Reflection

1. Beginning of Year Reflection

- a. As you reflect on your confidence within these areas, consider areas of growth and potential goals.
- b. Focus on mastering items toward the top of the chart before those near the bottom. The categories are built in an intentional hierarchical order. For example: a teacher must create a conducive learning environment before they can work to maximize student engagement.

Area of Growth	Observable Outcomes	Area of Strength
	<p>A. The classroom Environment is conducive to maximum student learning through a balance of structure and relationships. The teacher has...</p> <ul style="list-style-type: none"> ● Created a structure that is conducive to learning. <ul style="list-style-type: none"> ○ High expectations have been clearly communicated. Students know what they are supposed to be doing, with and without prompting from the teacher. ○ Routines, transitions, and procedures are well-executed. ○ Disruptive behaviors are rare; when they occur they are addressed with minimal interruption to the lesson. ● Built relationships with each student. <ul style="list-style-type: none"> ● Maintains a positive learning environment ● Collaboration among students can often be observed. ● Each member of the learning community feels like they belong in the classroom, believes they can learn, and feels safe to take on challenges and risk failure. 	
	<p>B. Students are Engaged in learning. The teacher has...</p> <ol style="list-style-type: none"> 1. Clarity about Learning Outcomes <ul style="list-style-type: none"> ● Clearly communicates learning targets for each lesson which are tied to essential standards within their pacing guide <ul style="list-style-type: none"> ○ Students can explain what they are learning (the objective/target) as well as what they are doing to learn (the activity). ● Provides examples of strong and weak work quality so students are clear about expectations for proficiency (success criteria) <ul style="list-style-type: none"> ○ Students can explain how they will know (and show) what they have learned. ● Uses assessments tied to essential standards to measure and communicate learning outcomes accurately. 2. Knowledge of Students and using it to plan instruction <ul style="list-style-type: none"> ● Anticipates and plans for the range of variability among learners ● Ensures each student is presented with respectfully challenging (rigorous) learning opportunities. ● Offer multiple means for students to access the content and show knowledge gained. 3. Engaging Learning Activities. The teacher... <ul style="list-style-type: none"> ● Builds gradual release of responsibility into lessons. (I do, We do, You do) 	

	<ul style="list-style-type: none"> ● Frequently considers students' voices, choice and interests. <ul style="list-style-type: none"> ○ Students are consistently on-task and paying attention, and they are often energized, intrigued and inspired. ● Routinely gives students opportunities to take part in relevant learning tasks and solve authentic problems for real audiences. Students find meaning and value in their learning. ● Guides students to set learning goals and helps them monitor their progress. Students express a shared responsibility for the progress they make over time. <p>4. Responsive and Reflective Teaching Practices. The teacher...</p> <ul style="list-style-type: none"> ● Skillfully checks for understanding with each student and adjusts in real-time during a lesson. Click link for goal ideas. ● Gives students opportunities for deliberate practice and routinely provides descriptive and timely feedback to let them know what they are doing well and what they need to do next. ● Teaches students to <u>reflect</u> on their own learning over time and routinely gives them an opportunity to communicate their achievement, confidence, and progress. ● Has a (non-voluntary) process for students to re-do, revise and refine their work and learn skills during the instructional day (not lunch/recess) <u>with support</u> if they do not demonstrate proficiency after the initial attempt at learning. ● Implements grading practices that accurately communicate students overall learning and proficiency of the essential standards ● Routinely reflects on effectiveness and learning outcomes and adjusts practices for continuous improvement. 	
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2. **Teacher Growth Plan** - Use information from #1 to set at *least one annual goal* for the year. You are welcome to set additional goals, and review/revise your goals throughout the year with your evaluator. (complete Appendix B)

I will focus on improving (choose one):

- i. The learning environment in my classroom through a balance of structure and nurture.
- ii. The levels of student engagement in the learning process in my classroom by... (choose one)
 1. Clearly communicating learning outcomes to my students.
 2. Utilizing my knowledge of students is used for planning.
 3. Designing engaging learning activities
 4. Using responsive and reflective teaching practices.

Individual Teacher Growth Plan	Met Goal (0.5)	Developing (0.25)	No Attempt (-0.25)
<ul style="list-style-type: none"> ● Accurately reflects on current practices using the Teacher Reflection Tool and sets regular, meaningful, measurable, and ongoing goals for improvement. ● Actively seeks feedback and learning opportunities to improve teaching practices and student learning. ● Takes steps to apply feedback and professional learning to improve instructional and professional practice. 		<p style="text-align: center;">Evidence that the teacher is planning or is in the very beginning stages to attempt to meet this expectation.</p>	<p style="text-align: center;">No evidence that the teacher has attempted to meet this expectation.</p>

Appendix B:

Teacher Growth Plan	
Name:	Self-Reflection complete: Y N
Years of teaching experience:	Most recent performance rating (indicate one): HE E
Selected topic for professional growth based upon self-reflection and/or <u>foundational beliefs about instruction</u>.	
Strategies to support <u>high quality teacher performance</u>.	
Actions for professional learning (e.g. coaching cycles, professional reading, action research, etc.)	
Evidence to be gathered to show growth (e.g. evaluator, peer, and/or video observation; student and/or teacher portfolios; students growth and/or achievement data; etc.)	
Teacher Signature:	Date
Evaluator Signature:	Date

Appendix C: Summative Teacher Evaluation Rating

Teacher Name: _____

Subject/Grade/Building: _____

Total Years of Service: _____

Years of Service at Southwest Dubois: _____

Teacher Placement Category: Established, Professional or Probationary

1. Teacher Proficiency Measure

Total Points: ___ out of 0

- ___ Observations
- ___ Contributes to a Positive School Culture
- ___ Displays a Commitment to the Education of each Student

2. Professionalism

Total Points: ___ out of 0

- ___ Attendance ___ On-Time Arrival
- ___ Policies & Procedures ___ Respect

3. Teacher Leadership and Contribution

Total Points: ___ out of 0

4. Teacher Growth Plan

Total Points: ___ out of 0.5

Starting Score	2.5
Teacher Proficiency Measure	-
Professionalism	-
Teacher Leadership and Contribution	+
Teacher Growth Plan	+
Total Score	___ out of 4
Ineffective 0-1.49 Needs Improvement 1.50-2.49 Effective 2.50-3.49 Highly Effective 3.50-4.00	Overall Performance Category:

Evaluator Comments:

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

(Sign three copies)

Appendix D: Teacher Acknowledgement Form



The checklist below is a guide for each teacher to use, and to confirm via a signature, that he or she is familiar with the elements of the Teacher Evaluation Process.

- Overview of Process:
 - Self Reflection and Teacher Toolbox
 - Summative Evaluation Rating
 - Teacher Proficiency Measures,
 - Frequency and Type of Observations
 - Classroom Observation Form
 - Professionalism
 - Teacher Leadership and Contribution
 - Individual Teacher Growth Plan
- Identification of Primary Evaluator
- How to share artifacts with Primary Evaluator (if needed)
- Notice that summary ratings may affect compensation in the next school year based upon the agreements to be made during collective bargaining and may affect (by law) my continued employment.
- Notice that presence of a student teacher will not affect teacher evaluation. The teacher will be fully in charge of the classroom. The role of the student teacher will be that of a “co-teacher.”
- Explanation of Maternity or Medical Leave effect on evaluation:
 - Teachers present 162+ days---No effect on evaluation
 - Teachers present 31-161 days---Summative rating based on observation evidence and other measures available as determined in conjunction with the primary evaluator.
 - Teachers present 0-30 days---Evaluation declared incomplete for the school year. Eligibility for pay raises will be determined through the collective bargaining process.
- Teachers, when notified of concerns to address, are responsible and seek resources to improve performance.
- I understand that the Professionalism domain describes basic standards for all staff and that not meeting the standard in one of these areas can result in a deduction of points.

The Teacher Evaluation Process has been explained to me, including the above items.

Teacher Printed Name

Teacher Signature

Date

Appendix E: Observation Form

1. Learning Environment	Observed
Lesson plan available upon request.	<input type="checkbox"/>
Instructional materials, supplies and equipment are ready at the start of class.	<input type="checkbox"/>
Routines occur without a lot of teacher prompting, direction, redirection.	<input type="checkbox"/>
Maximizes instructional time. Those who finish early have something meaningful to do.	<input type="checkbox"/>
Teacher is in the Power Zone.	<input type="checkbox"/>
There is a “family-like” environment, or sense of belonging in the classroom.	<input type="checkbox"/>
A culture of respect between teacher, student, and peers is evident.	<input type="checkbox"/>
Teacher maintains classroom control while treating students with dignity and respect.	<input type="checkbox"/>
Teacher has a good rapport with students and show genuine interest in their thoughts, opinions, and lives.	<input type="checkbox"/>
Welcomes students by name as they enter the classroom.	<input type="checkbox"/>
Classroom is arranged in a way to facilitate discussion (S-S and T-S).	<input type="checkbox"/>
Bulletin boards and displays reflect cultural backgrounds represented by students.	<input type="checkbox"/>
2. Clarity About Learning	Observed
Content objective/learning targets posted, introduced to students, revisited throughout the lesson, & at closure.	<input type="checkbox"/>
Language objective posted, introduced to students, revisited throughout the lesson, & at closure.	<input type="checkbox"/>
Learning target is clear, measurable, and aligned to an Indiana Essential Standard.	<input type="checkbox"/>
Daily/weekly schedule/assignments posted	<input type="checkbox"/>
Learners know what they are learning and why.	<input type="checkbox"/>
3. Knowledge of Students	Observed
Lesson are designed around students’ interests, knowledge and skills	<input type="checkbox"/>
Teacher differentiates instruction to meet the needs of all learners	<input type="checkbox"/>
Visual supports (pictures, objects, body language, videos, gestures, realia, songs, Total Physical Response)	<input type="checkbox"/>
Activate background knowledge: preview material, graphic organizers, storytelling	<input type="checkbox"/>
Provides enrichment activities that challenge students beyond minimum requirements.	<input type="checkbox"/>
Language supports (sentence frames, explicit vocabulary instruction, thematic/function walls)	<input type="checkbox"/>

4. Engaging Learning Activities	Observed
Student voice, choice and interests are frequently considered.	<input type="checkbox"/>
Digital learning tools have been effectively integrated to engage or deliver information.	<input type="checkbox"/>
The Modeling Cycle (I Do, We Do, You Do)	<input type="checkbox"/>
Students are encouraged to speak (choral, turn/talk, think/pair/share, small group discussions, Partner A and B, etc.)	<input type="checkbox"/>
Teacher uses random response strategies (numbered heads, color-coded cards, calling sticks)	<input type="checkbox"/>
Teacher provides time for physical movement (four corners, opinion lines, TPR, stations, brain breaks)	<input type="checkbox"/>
Teacher has planned meaningful work (relevant learning task and solve authentic problems)	<input type="checkbox"/>
Students provide visual responses (hand signals, white boards, thumbs up/down, response cards) to teacher questions	<input type="checkbox"/>
Teacher asks higher-order questions that push students to think.	<input type="checkbox"/>
Teacher uses students' real life experiences to connect school learning to students' lives.	<input type="checkbox"/>
5. Responsive and Reflective Teaching	Observed
Students are provided the opportunity and support to set learning goals and reflect on their learning.	<input type="checkbox"/>
Gradual release (direct instruction, guided practice, independent application)	<input type="checkbox"/>
Provides students multiple opportunities to use feedback to revise and resubmit work for evaluation.	<input type="checkbox"/>
Gives students effective, specific oral and written feedback that prompts improved performance.	<input type="checkbox"/>
Teacher asks students for feedback on the effectiveness of instruction (surveys, interviews, exit tickets)	<input type="checkbox"/>
Provides students with the criteria and standards for successful task completion (rubrics, exemplars, models of good vs. weak work, etc.)	<input type="checkbox"/>
Encourages and structures opportunities for students to provide feedback to peers based on an established standard.	<input type="checkbox"/>

Appendix F: Learning Walk

When a teacher visits another classroom, the primary goal is to observe and learn.

Before visiting think about:

- What are you trying to learn?
- What are you hoping to see the teacher doing?

During:

1. **Structured/Nurturing Learning Environment**

- How are procedures taught?
- Are there procedures you would like to incorporate into your own classroom?
- What strategies do they use for managing behavior?
- What strategies do they use for building relationships with students?
- How do they connect with our reluctant unmotivated learners?

2. **Teacher Clarity; Content Knowledge**

- What skill/essential standard is being taught?
- How is this skill/standard communicated to students?
- What does proficiency of this skill/standard look like?
- How and when is this communicated to students?

3. **Knowledge of Students**

- What does the teacher know about the variability in readiness for learning among their students?
- How do they account for this when planning and teaching?
- What do they do for students who have already mastered the skill/standard prior to the lesson?
- What does the teacher predict students will struggle with?
- What scaffolds are in place to support all learners?

4. **Student Engagement**

- How is the teacher ensuring student engagement?
- What does gradual release of responsibility look like in their classroom?

5. **Responsive and Reflective Teaching Practices**

- What instructional strategies did you observe?
- How did the teacher provide feedback to students?
- What checks for understanding did the teacher use to make sure students were learning?
- How does the teacher know when reteaching needs to happen? What does this look like and when does it occur?

After visiting, meet with the teacher:

- Reflect on what you observed.
- Share new ideas that you want to try.

Appendix G: Targeted Teacher Support Plan

Teacher Name: _____

Subject/Grade/Building: _____

Total Years of Service: _____

Years of Service at Southwest Dubois: _____

Teacher Placement Category: Established, Professional or Probationary

Justification of Support Plan:

- New to Southwest Dubois
- In their first year of teaching
- At risk of being identified as needing improvement
- Received a rating as ineffective or needs improvement within the prior 5 years

Teacher's Goals for Improvement:

The following supports may be provided to the teacher to help them meet their improvement goals (select those that are appropriate).

- Classroom Visits
- Instructional Coach
- Coaching from another teacher

Appendix H: Teacher Mentorship/Coaching Plan

Teacher Name: _____

Mentor/Coach Name: _____

How often will the mentor/coach meet with the teacher? _____

Explain how the mentor/coach will help the teacher achieve their goal.

Meeting Log:

Date	Topics Discussed

Appendix I: Additional Staff Rubrics

The Summative Evaluation Rating will be calculated by the following:

1. Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, regular walkthroughs and monthly conferences staff and their evaluators will occur. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2. Use Professional Judgment to Establish Final Ratings.

After collecting evidence, the evaluator must assess where the staff falls within each expectation and use professional judgment to assign ratings.

Final Ratings	Points
Highly Effective	4
Effective	3
Improvement Necessary	2
Ineffective	1

Title	Evaluated By:
Athletic Director	SHS Principal
Assistant Principal	SHS and HBE Principals
Dean of Students	SMS Principal
School Counselor	SHS, SMS, HLE Principals
Social Worker	SHS and HBE Principals
Media Specialist	HBE Principal
Speech Pathologist	HBE and HLE Principals
Related Arts	HBE and HLE Principals
Instructional Coach	HBE Principal
Interventionist	SHS, SMS, HBE, HLE Principals

Data Communications Specialist

[Director of Curriculum](#)

[Director of Facilities](#)

[Chief Financial Officer](#)

[Director of Technology](#)

Director of Student Services

Principal Effectiveness: Expectations for Principals

- 1. Improve communication with our stakeholders. Be intentional about consistently promoting the positive things happening within your building. (20%)**
 - a. Constant Drip of positive information to your stakeholders
 - b. Family Engagement Event(s)
 - c. Stay in front of potential firestorms and work with Central Office when conflict arises
 - d. Establish a running document of ideas / positive things to promote
 - e. Weekly staff newsletter
- 2. Set two Academic Goals each semester that are measurable. (20%)**
 - a. [HLE/HBE/SMS](#): 1 Literacy and 1 Math.
 - b. SHS: 2 goals from the [Indiana GPS Dashboard](#)
 - c. Update staff regularly on progress
 - d. Post a scoreboard that is simple to understand for staff to monitor and track.
- 3. Be an Instructional Leader. (20%)**
 - a. Be in every classroom, every two weeks.
 - b. Set high instructional expectations. Highlight powerful instructional practices at monthly faculty meetings.
 - c. Ensure pacing guides and daily lessons are based on the Indiana Essential Standards not a textbook.
- 4. Build Collaborative Teams (20%)**
 - a. Strategically assign and delegate staff to utilize individual strengths and minimize weaknesses of personnel.
 - b. Lead Effective & Efficient Meetings
 - i. Short daily check-in with office staff
 - ii. Weekly: Office Leadership Team, PLCs (grade level and/or content area teams)
 - iii. Monthly: Faculty Meeting, Leadership Team, Raider University (new teachers)
- 5. Create a Culture of Excellence in your building (20%)**
 - a. Recruit and Hire “Ideal Team Players” (Humble, Hungry and Smart).
 - b. Build Relationships
 - i. Make sure team knows they are a priority
 - c. Help People Reach Their Full Potential - catch them doing something right
 - i. Use authentic praise
 - d. Have the courage to have Difficult Conversations
 - i. Coach / critique when improvement is needed
 - e. Set clear expectations.
 - f. Lead by example.

Appendix J: Principal Self Reflection

Area of Growth	Observable Outcomes	Area of Strength
	<p>Improve communication with our stakeholders. Be intentional about consistently promoting the positive things happening within your building.</p> <p>Constant Drip of positive information to your stakeholders Family Engagement Event(s) Stay in front of potential firestorms, work with CO when conflict arises Establish a running document of ideas / positive things to promote Weekly staff newsletter</p>	
	<p>Set two Academic Goals each semester that are measurable.</p> <p>HLE/HBE/SMS: 1 Literacy and 1 Math. SHS: 2 goals from the Indiana GPS Dashboard Update staff regularly on progress Post a scoreboard that is simple to understand for staff to monitor and track.</p>	
	<p>Be an Instructional Leader.</p> <p>Be in every classroom, every two weeks. Set high instructional expectations. Highlight powerful instructional practices at monthly faculty meetings. Ensure pacing guides and daily lessons are based on the Indiana Essential Standards not a textbook.</p>	
	<p>Build Collaborative Teams.</p> <p>Strategically assign and delegate staff to utilize individual strengths and minimize weaknesses of personnel. Lead Effective & Efficient Meetings Short daily check-in with office staff Weekly: Office Leadership Team, PLCs (grade level and/or content area teams) Monthly: Faculty Meeting, Leadership Team, Raider University (new teachers)</p>	
	<p>Create a Culture of Excellence in your building.</p> <p>Recruit and Hire “Ideal Team Players” (Humble, Hungry and Smart). Build Relationships, make sure your team knows they are a priority Help People Reach Their Full Potential - catch them doing something right, use authentic praise. Have the courage to have Difficult Conversations, coach /critique when improvement is needed. Set clear expectations. Lead by example</p>	

ISBA/IAPSS Superintendent Effectiveness Rubric

The Superintendent's evaluation is formative in substance, identifying areas where job performance can be improved through intentional activities that support and enhance the superintendent's job performance. The evaluation is not simply a summative review of what did or did not happen according to plans. Some flexibility in the process is allowed in order to differentiate between those goals that can/are reasonably expected to be achieved and those goals that are more subject to circumstances beyond the superintendent's control.

The Indiana Superintendent Evaluation Process has two primary components:

1. [The Evaluation Instrument \(Rubric\)](#) - 80%
2. Superintendent Goals and/or Objectives (Minimum two per year) - 20%

The Evaluation Rubric

The ISBA/IAPSS Indiana Superintendent Evaluation Rubric will be utilized for the Superintendent. Each of the six categories has between two and six indicators that describe a specific performance to be evaluated. Each descriptor will have four performance levels: Highly Effective, Effective, Improvement Necessary, and Ineffective, which describe varying levels of performance.

Performance-Based Goals/Objectives

Superintendents will write two measurable goals/objectives based on student achievement and corporation needs. The goals/objectives should include a reasonable time-frame for completion. Some goals/objectives may be ongoing and require extended time beyond the evaluation period for completion.