South Madison Community School Corporation

SMCSC Teacher evaluation Guidebook

Students-first Teacher evaluation plan
to meet the district goal of
Success for all students

2026-2027

ACKNOWLEDGEMENTS

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Description of Plan

South Madison Community School Corporation administration and South Madison Community Teacher Association members joined to design an evaluation system that meets and exceeds the requirements of the Indiana legislation. The goal of the district's teacher evaluation system is to provide a clear, collaborative, and growth-oriented process that uses multiple sources of actionable feedback to guide personal reflection and meaningful support, strengthen instructional practice, build teacher efficacy, and improve student learning for all students, advancing Success for All.

The plan will be communicated through faculty, department, grade-level, or other established meetings to train all certified staff on the processes and to seek feedback on the process and products. The plan will be in writing and provided to all certified staff electronically. In addition, the committee will continue to review the literature of the field as new research comes available.

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Administrative Guidelines
for Teacher Performance Evaluation

General provisions

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

1. All certificated employees will be assigned an administrator to be the evaluator. The Superintendent will be evaluated by the Board of School Trustees.

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

Evaluators

School administrators and central office administrators will serve as evaluators. The Assistant Superintendents will be the evaluator for the Principals. Teachers and other certified educators will be evaluated by the school administrators or central office administrators. All evaluators are trained and assessed on observation protocols and building inter-rater reliability. Evaluator training will be ongoing.

Representation

A teacher may seek representation, if the teacher so chooses, during the evaluative process.

Right to a Reflection

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

Teacher rating calculation

Every teacher is unique, and the classroom is a complex place. The Professional Practice component of the teacher evaluation process is an assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Teacher Performance Expectations Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism based on the teacher's evaluation track.

SMCSC will utilize a three-track system based on evaluation ratings along with experience. The tracking system layers include:

- **Track 1:** For educators new to the profession.
- **Track 2:** For teachers new to the district, as well as those in the initial years of their professional career.
- **Track 3:** For more established district teachers currently performing in the top evaluation brackets.

A teacher may move back into Track 2 if the evaluator has concerns with one or more areas. A teacher with more than seven years of experience upon entering the district or substantially shifting teaching positions will be placed in Track 2 for at least one year and thereafter will be moved to Track 3 at the

discretion of the evaluator. Track 1 and 2 will include observations. Track 2 and 3 will include a professional goal plan. Track 3 will also include observations every fourth year.

TRACK 1: Foundational Support for New Educators

The primary purpose of Track 1 is to support teachers who are new to the profession (i.e., those with 1–3 years of experience) as they develop foundational instructional skills, build effective classroom management techniques, and establish practices that advance student learning and contribute to the "Success for All", the district's core purpose.

Throughout this three-year track, the focus is centered on classroom management, and core teaching skills. To ensure growth, educators in Track 1 receive a comprehensive layer of support and professional expectations, including:

- Observations and Feedback: Evaluation includes regular observations and reflective conversations with their evaluator. The observation schedule consists of at least one informal observation and one formal during the first semester, followed by at least two observations in the second semester.
- Mentorship and Coaching: First-year teachers are provided with dedicated mentorship support. Over the course of the three years, teachers collaborate with instructional coaches to support instructional growth.

A formal Goal is not required at this level, as the focus of Track 1 is on building these essential competencies.

TRACK 2: Professional Growth and Refinement

The purpose of Track 2 is to support teachers as they cultivate their instructional practices, increase overall effectiveness, and prepare to meet or maintain high professional standards. This track is designed to establish practices that advance student learning and contribute to the "Success for All", the district's core purpose. This track is designed for:

- **District Experience Group**: Teachers with more than 3 years and fewer than 6 years of experience within the South Madison school district.
- **Experienced Teachers, New to the District**: Teachers who are new to the district, but possess over 6 years of external teaching experience. These individuals will remain in this category for at least one year, and their subsequent transition to Track 3 will be determined by the Principal based on an evaluation rating.
- **Licensure Shift Group**: Teachers who move positions within the district which utilize a different licensure (e.g., a teacher who utilizes their elementary education license and moves to the secondary for social studies under a current license or emergency license plan; to be determined at the district level). These individuals will remain in this category for at least one year, and their subsequent transition to Track 3 will be determined by the Principal based on an evaluation rating.
- **Targeted Support Placements**: Teachers who are moved back from Track 3 to Track 2 because an evaluator determines they need targeted support to strengthen their practices. This placement may be prompted by a low rating on the rubric, concerns with one or more areas of the teacher's

professional practice, a pattern of low student growth outcomes, or an adverse effect on student achievement and growth. The change to Track 2 will take effect the following school year.

To foster continued growth, educators in Track 2 are guided by the following expectations and supports:

- Observations and Feedback: Evaluation includes fewer observations than the Foundational Support for New Educators track, with a requirement of at least two observations.
- Goal and Feedback: Teachers develop and execute an annual goal approved by their evaluator. The goal is submitted in the early fall, includes a mid-year progress review submission, and an end-of-year reflective meeting with an evaluator to share evidence of professional growth.
    - During the initial year in this track, the teacher is required to work in collaboration with an evaluator or a coach to design this goal.

To progress to Track 3, a teacher must meet the district's established performance standards for advancement. Qualifying performance standards include: Distinguished and Proficient.

TRACK 3: Self-Directed Professional Growth

The purpose of Track 3 is to support experienced teachers in self-directed, reflective professional growth. This track focuses on refining the subtleties of instructional practice to sustain high levels of effectiveness and advance the district's core goal of *Success for All*.

This track is designed for accomplished educators with seven (7) or more years of experience who have consistently demonstrated proficiency. The teacher will analyze their professional work products to identify a specific area for professional growth. Examples of professional work products that may be utilized for this analysis include, but not limited to, assessments, standardized tests, department assessments, PLC data, student work samples, student progress data, IEP or ILP plan outcomes, communication logs/notes, and discipline logs. While the educator is responsible for the development of this growth plan, the final area of focus must be approved by their evaluator.

To support continued excellence and professional autonomy, educators in Track 3 are guided by the following expectations:

- Goal Development: Teachers develop and execute an annual goal approved by their evaluator. The goal is submitted in the early fall.
- Goal Progress Review: The process includes a mid-year progress review submission and an end-of-year reflective meeting with their evaluator to share evidence of professional growth.
- Four Year Observation Cycle: An observation cycle is required every fourth year. During this fourth year, the cycle will include at least two observations, as determined by the evaluator with input from the teacher.

Teachers in Track 3 are required to maintain their current level of professional proficiency to remain in this track.

The three-track system is designed to provide differentiated support that aligns with an educator's demonstrated professional practice and experience level. General criteria for moving up a level have been established, it is important to note that a teacher may be moved between tracks at any time due to specific professional challenges noted by their evaluator. This flexibility ensures that every educator receives the targeted guidance and oversight necessary to maintain high standards of instruction and contribute effectively to our district's core purpose of Success for All.

Implementation Note for the 2026–2027 School Year: To ensure evaluative quality and balance administrative workloads, educators entering Track 3 during the 2026–2027 school year who possess seven (7) or more years of experience within the district will be intentionally phased into the 4-year cycle for observations. This prevents a high volume of comprehensive evaluations from simultaneously falling due during the 2029–2030 school year.

- **2026–2027 Status:** No educators on Track 3 will undergo the required formal observation cycle during the 2026–2027 school year. (i.e., No one on Yr 4 of Track 3)
- **Cycle Assignment:** Building principals will distribute these educators across Years 1, 2, or 3 of the cycle for the 2026–2027 school term. This baseline tracking establishes the timeline for each educator's next mandatory evaluation window.
- **Distribution Criteria:** Building leaders may utilize one or a combination of the following balanced criteria to assign initial cycle years:
    - Total years of teaching experience.
    - Departmental alignment (either moving entire departments as a cohort or splitting them evenly).
    - Alphabetical rotation by surname.
    - Other means agreed upon by the Assistant Superintendent.

Teacher Performance Expectations Rubric

The Teacher Performance Expectations Rubric serves as the foundational tool for assessing instructional knowledge and skills across the district. This rubric provides a clear framework for evaluating professional practice in the domains of Planning, Instruction, Leadership, and Core Professionalism, ensuring that evaluations are consistent, transparent, and focused on practices that most directly influence student learning and the district's core purpose of Success for All. Educators are evaluated according to the specific performance expectations for their role.

SMCSC Evaluation Rubrics

Rubric Weighting and Rating Calculation

The Teacher Performance Expectations Rubric evaluates professional practice across four domains: Planning, Instruction, Leadership, and Core Professionalism. To determine a rating, evaluators weigh the total body of evidence, including formal and informal observations where applicable, using professional judgment rather than simple averaging. Domains 1, 2, and 3 are weighted by their impact on student learning, while Core Professionalism (Domain 4) acts as a universal baseline; meeting standards maintains the score (0), while failing to meet them results in a deduction (-1).

- Track 1: The final rating is calculated at 100% based on the weighted instructional domains (1–3), adjusted by the Core Professionalism rating.
- Track 2 & Track 3 (Year 4 on Track 3): The final rating is a 50:50 synthesis of the rubric and goal outcomes.
- Track 3 (Years on Track 3 1–3): The evaluation is determined 100% by goal outcomes, adjusted by Core Professionalism.

This structured weighting ensures that final summative ratings are both transparent and reflective of an educator's primary instructional impact, utilizing the specific rubric that directly aligns with their professional role.

Teacher Effectiveness Rating Scale

Teacher Effectiveness Rating Scale			
Distinguished	Proficient	Developing	Ineffective
4.0 – 3.6	3.59 – 3.0	2.99 – 2.4	2.39 – 1.0

Teacher rating calculation

The evaluation system consists of three distinct tiers. Across all tiers, **Core Professionalism** is a universal component, rated as either neutral (**0**) or corrective (**-1**). The remainder of the final rating is determined as follows:

- **Tier 1:** The Teacher Performance Expectation Rubric provides 100% of the rating.
- **Tier 2:** The rating is 50% Rubric and 50% goal.
- **Tier 3:** The evaluation is determined 100% by goal outcomes.

Rubric Composition

When the rubric is utilized (Tiers 1 and 2, as well as the 4th year of Tier 3), the domains of **Preparation for Learning**, **Effective Instruction**, and **Professional Practices** comprise the total rubric weight. The final performance rating for all educators, regardless of tier, is then adjusted based on the **Core Professionalism** assessment.

<table>
<tr><th colspan="3">SMCSC Teacher Evaluation Rubric</th><th>SMCSC</th></tr>
<tr><td colspan="2">Categories</td><td>Weight of Domains</td><td>Calculation</td></tr>
<tr><td rowspan="5">Rubric Domains

Distinguished = 4

Proficient = 3

Developing. = 2

Ineffective = 1</td><td>Preparation for Learning</td><td>25%</td><td rowspan="4">Teacher rating is calculated by totaling # of points per domain divided by # of indicators in domain multiplied by weight of domain. Added together, these subtotals provide the estimated rubric score. Professional judgment should be used by the principal to determine the final domain score.
The Core Professionalism rating then is applied to the rubric score to determine the rubric rating.</td></tr>
<tr><td>Effective Instruction</td><td>50%</td></tr>
<tr><td>Professional Practice</td><td>25%</td></tr>
<tr><td>Core Professionalism</td><td>0 or -1</td></tr>
<tr><td>Total of 4 Domains</td><td colspan="2">100%</td></tr>
</table>

Domain 4: Core Professionalism Rubric

In addition to the three primary domains, each Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of an educator's job. Domain 4: Core Professionalism applies to all certified employees who fall under this agreement, regardless of the Track. These indicators illustrate the minimum competencies expected in any profession and are separate from the other sections in the rubric because they focus on basic employment practices rather than teaching and learning. Individuals are expected to meet these standards; if they do not, it will affect their overall rating negatively. The evaluator will document and discuss any concerns with the teacher prior to the final evaluation. This structured weighting ensures that final summative ratings are both transparent and reflective of an educator's primary instructional impact, utilizing the specific rubric that directly aligns with their professional role.

Indicator		Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of absences to school, staff meetings, and/or professional development days.	Individual has demonstrated a pattern of acceptable attendance to school, staff meetings, and/or professional development days.
2	**On-Time Arrival**	Individual demonstrates a pattern of late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has demonstrated a pattern of timely arrivals.
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, posting grades, policies for appropriate attire, ethical behavior and confidentiality).	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, posting grades, policies for appropriate attire, ethical behavior and confidentiality).
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner. (e.g. appropriate and respectful behavior during meetings, maintains respectful communication with parents, students, and colleagues, including face-to-face and electronic communications, communications with administrators with the deference due their positions).	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

Evaluation 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 (30 or more minutes). A formal observation is a pre-arranged observation. Pre- and post-observation forms (Appendix I) are optional for teachers unless specifically required by the evaluator. The pre-observation form serves to establish instructional context and goals, while the post-observation form allows for professional reflection on the lesson's **effectiveness**.

- An INFORMAL OBSERVATION is a short, unannounced visitation (duration approximately 10-15 minutes) by the evaluator to observe the teacher in any of the domain areas.

- The GOAL is a Professional Goal that teachers develop to focus on student growth or professional practice. Teachers in Tracks 2 and 3 develop and execute an annual goal in partnership with and approved by their evaluator. Completion of the goal development will be completed in the early fall. A mid-year progress review submission and an end-of-year reflective meeting with an evaluator will occur to share evidence of professional growth. The end-of-year forms are also available and optional for use but may be required by the evaluator.

The goal framework is based on the Proof of Impact model. Operating on this model provides an evaluation structure that prioritizes diverse professional artifacts to measure and document instructional growth. This model balances the subjective art of teaching with the objective science of evidence, ensuring that professional growth is purposeful and its results are visible.

- SELF-EVALUATION: All educators will complete the self-evaluation form by the end of the first quarter. Educators hired after the first quarter should complete the self-evaluation within the hiring quarter. Additionally, Track 1 educators will complete a second self-evaluation no later than May 1 as a reflection on their annual progress.

- ARTIFACTS**:** In addition, artifacts may 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, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, and other materials of a similar nature).

By the end of August, the evaluator will provide a list of required artifacts to all educators in the building. This does not preclude the evaluator in any way from asking for additional artifacts from any educator during the school year. As a courtesy, a minimum of three working days should be allowed for the educator to upload the requested artifact into the system.

Any artifact to be considered during the Performance Conference must be presented to the evaluator no later than May 1. The evaluator will review and consider the artifacts prior to the Summative Performance Evaluation. If the evaluator and teacher agree to a Performance Conference meeting date prior to May 1, the teacher should upload any artifacts at least 2 days prior to the meeting. Following the conference, the teacher may opt to upload additional documents within 4 days. The evaluator needs to be notified within one (1) day of the conference that additional documents will be uploaded and after uploading the documents the evaluator should be notified.

Beyond the Formal and Informal Observation, an administrator is welcome to visit to observe, participate, walkthroughs, or simply check into any classroom at any time.

Evaluation evidence Overview

	Track 1	Track 2 and Track 3 Year 4
Observations	Teachers will receive an Informal and a Formal Observation during Semester 1 and at least two observations during Semester 2.	Teachers will receive a minimum of two observations.
	Formal Observation: ● The teacher and/or administrator may request a pre-observation form (Appendix I) and/or post-observation form (Appendix J). ● A post-conference is required for the Formal Observation and may be requested by the evaluator or the teacher for an Informal. Informal Observation: ● Informal observation data must be submitted to the teacher within 5 working days. The teacher will have 5 working days to review the observation data.	
Formal Observation Conference	To be held within ten (10) working days after each formal observation Digital feedback through the evaluation system will be provided within four (4) working days of the observation, but no less than 24 hours prior to the conference. Feedback is defined as the observation notes and the rubric scores at that time. Rubric items may be marked or changed following the conference Formal Observation Conference documentation must be submitted to the teacher within 7 working days following the meeting. The teacher will have 5 working days to review the conference notes.	
Performance Conference & Evaluation (By the end of the second week in May)	During the performance conference, the evaluator and teacher will discuss the teacher's performance. Following the conference, the teacher must receive the final document within seven (7) working days. Within a day of the conference, the teacher must inform the evaluator that they will be uploading artifacts. The teacher will have four (4) days following the conference to add any additional evidence and inform the evaluator that the new artifacts have been uploaded. Following a review of the artifacts, the evaluator will complete and share the final evaluation. This must occur within the seven (7) working days stated above. Prior to leaving school for the year, the teacher must sign the final evaluation document and submit it to the principal. The teacher's signature indicates receipt of the document only. The teacher may request a conference with the evaluator within five (5) working days of receipt of the document (Appendix L). A teacher may submit a formal response or rebuttal as an attachment to the Performance Evaluation within ten working (10) days of signing. The teacher's response will be printed and attached to the Summative Performance Evaluation placed in the teacher's personnel file.	

Formal Observation conference

The Formal Observation Conference occurs within ten (10) working days of a formal observation to facilitate discussion and reflection on performance indicators. To prepare, teachers will receive initial feedback, including observation notes and a draft rubric ratings at least 24 hours before the meeting. A final copy of the documentation is provided within seven (7) working days following the conference.

Conference Procedures During the conference, the evaluator will review performance expectations, reinforce high-level practices, clarify goals, and suggest relevant artifacts or evidence.

Performance Support: If a teacher's performance is rated as **Ineffective** in any domain:

- The evaluator will identify specific unmet expectations, outline required improvements, and provide resources for goal setting.
- The teacher and evaluator will develop a formal **Plan of Assistance**.
- The building principal will notify the Assistant Superintendent of the plan's implementation.

If a teacher's performance is rated Developing in any domain, the evaluator maintains the professional discretion to determine if a structured intervention is warranted. This intervention may consist of an informal support plan developed collaboratively by the evaluator and teacher, or it may transition to a formal Plan of Assistance.

Summative Evaluation If sufficient data is available, the evaluator may combine the final Formal Observation Conference with the summative Performance Conference.

Growth & Impact Goal Setting (Track 2 and Track 3)

The **Growth & Impact Goal Setting** process is a core component of the district's continuous professional development framework, specifically required for educators evaluated on **Track 2** and **Track 3**. While Track 1 focuses on building foundational competencies, this targeted goal-setting structure is designed to help mid-career and veteran teachers intentionally refine their practice, document tangible instructional growth, and directly advance the district's core mission of *Success for All.*

The **Proof of Impact** model is an evaluation framework designed to document identifiable growth through diverse evidence and artifacts, specifically when traditional, high-stakes assessments are not the primary measure of success. It operates on a central "Impact Statement" logic:

> **"I will [Learn/Master X] in order to [Implement Y], so that [Student Benefit], measured by [Identifiable Evidence]."**
>
> **"I am going to learn [New Skill] so I can try/implement [New Strategy] in my class, which will help my students [Specific Improvement], as evidenced by showing you [Evidence]."**

This model balances the **subjective art of teaching** with the **objective science of evidence**, ensuring that professional development is purposeful and its results are visible. This framework prioritizes the teacher's growth journey and instructional mastery. Success is found in the refinement of your practice, even if those changes haven't yet translated into specific, measurable student growth.

Goal Evaluation

Since the goal is designed by you to intentionally refine your professional practice, to secure Goal Approval, your Professional Growth Goal must be clear and feasible, demonstrate a direct impact on

students, rely on multiple sources of evidence, challenge your practice as a "professional stretch," and align with school standards. This process is to be completed by the end of August.

SMCSC Teacher Professional Growth Goal-Setting Template

Completed in January, the Formative Check-in serves as a reflective tool to monitor professional progress rather than a compliance checklist. Educators are not expected to answer every question; instead, these prompts should be used to structure self-reflection on your goal progress.

Held annually in April, the Summative Goal Meeting is a formal, collaborative discussion between the teacher and evaluator focusing on the teacher's professional growth and student instructional impact. Evaluators utilize the logic-based rubric to determine final growth levels, drawing upon end-of-year reflective questions built into the goal form.

The Growth & Impact Goal uses a diagnostic, binary framework focused entirely on authentic implementation and meaningful reflection. A status of Met indicates the educator executed their plan, applied the new instructional skill, and provided a transparent analysis of the results, achieving success through genuine professional growth regardless of the strategy's ultimate outcome. A status of Did Not Meet denotes a structural break where the educator failed to engage with the skill, implemented it in a manner disconnected from the fall plan, or provided missing, irrelevant, or purely anecdotal evidence without supporting artifacts. See the SMCSC Teacher Professional Growth Goal-Setting Template.

The Evaluation Cycle & Timeline

To optimize schedules, this process utilizes a *Meeting by Exception* protocol, reserving face-to-face conferences for instances where specific guidance or adjustment is required.

The standard window for goal implementation runs annually from September through April. However, teachers who wish to work on their goals over the summer may optionally submit a draft to their evaluator for approval in May, excluding the initial school year (2025-2026).

Phase	Timeline	Milestone
I. Initiation	**August**	**Draft Submission:** Teachers submit an initial Impact Statement and plan.
II. Finalization	**September**	**The Green-Light Filter Method:** Evaluators screen drafts via the Evaluator Goal Approval Rubric. Goals that meet all criteria are auto-approved; those needing refinement trigger feedback and may trigger a face-to-face discussion session. All initial feedback will be provided by the first Friday of the first full week of September. Any goals requiring adjustment must be finalized by the end of the month.
III. Formative Check-in	**January**	**Progress Pulse-Check:** A narrative update where teachers share emerging evidence. See Appendix __ for reflection guidance. This is a non-evaluative "safe space" to pivot strategies if needed. While this is primarily a digital update, if either the teacher or the evaluator feels a face-to-face conversation is necessary to align on progress, a meeting may be requested in January and must occur by **February 15**.

IV. Summative Meeting	**April**	**Reflection Meeting:** A formal discussion centered on the professional impact on the teacher and the instructional impact for students. Evaluators use the logic-based rubric to determine final growth levels. See Appendix __ for rubric

Note on Domain 4: *For teachers on Track 3, the Professional Growth Goal represents the entirety of the performance score. However, please be aware that as with any teacher,* ***Domain 4*** *(Professional Responsibilities) may impact the outcome of the overall evaluation rating by a negative 1 (-1), regardless of your current track or goal status.*

SMCSC Teacher Professional Growth Goal-Setting Template

PERFORMANCE EVALUATION AND CONFERENCE

Evaluators use professional judgment to establish final ratings for Domains 1, 2, and 3 based on the appropriate rubric. Rather than averaging scores, the final rating should reflect the comprehensive body of evidence available.

During the Performance Evaluation Conference, the evaluator will:

1. Discuss all performance expectations and evidence
2. Highlight strengths and areas for growth
3. Clarify results
4. Recommend next steps

If a teacher's Summative Performance Level is *Ineffective*, the evaluator will meet with the teacher to plan and implement a formal Plan of Assistance.

If a teacher has received a rating of *Ineffective* rating in any domain, the evaluator and/or teacher may determine that a formal Plan of Assistance should be implemented.

When a teacher has been placed on a Plan of Assistance, a pre-observation conference will be conducted prior to a formal observation.

If a new Plan of Assistance is implemented, the building principal will inform the Assistant Superintendent.

The evaluator may combine the final Formal Observation Conference with the Summative Performance Conference if sufficient data exist to make a summative determination.

A teacher may submit a formal response or rebuttal as an attachment to the Summative Performance Evaluation within ten working (10) days of signing. The teacher's response will be printed and attached to the Summative Performance Evaluation placed in the teacher's personnel file.

Plan of Assistance (Appendix C)

The Plan of Assistance provides targeted support for teachers needing improvement in specific domain areas and serves as an option within the ongoing evaluation process. A Plan of Assistance will be implemented under any of the following circumstances:

- **Ineffective Rating on the overall evaluation** will result in a Plan of Assistance.
- **Ineffective Rating in any specific domain**, during a Formal Observation or the Summative Conference may result in a Plan of Assistance.
- **Administrative Discretion:** An administrator identifies a significant concern regarding any area of job performance at any point in the year.

A teacher who receives a rating of *Ineffective* may file a request for a private conference with the Superintendent or the Superintendent's Designee no later than five (5) days after receiving notice that the teacher received a rating of *Ineffective*.

The Plan of Assistance will be developed with input and collaboration from the teacher. If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the evaluator shall do so unilaterally.

When developing and implementing a formal Plan of Assistance, the evaluator will:

1. **Identify Deficiencies:** Review the specific performance expectations currently not being met.
2. **Define Expectations & Evidence:** Specify the exact performance improvements and corresponding evidence required.
    a. Within the Plan of Assistance, the evaluator may determine that Student Learning Objectives (SLO) will be created by the teacher. The teacher will be considered as having a negative impact if the teacher scores a 1 (Ineffective) on the SLO's.
3. **Provide Support:** Offer suggestions, resources, strategies, and targeted professional support.
4. **Establish Timelines:** Set reasonable deadlines for improvement, allowing the teacher up to 90 days to meet expectations.
    a. The duration of a Plan of Assistance is tailored to the educator's specific areas of need, though a typical plan is structured to last between one quarter and a semester. The Plan of Assistance may extend to the next school year.
5. **Implement Monitoring:** Establish a monitoring system involving artifact reviews and ongoing observations with feedback. If an observation occurs, all demonstrated rubric items relevant to the plan must be marked.
6. **Schedule Reflection:** Set the date for the Plan of Assistance Reflective Conference to evaluate progress on the specified areas of need.

Following the development, the building principal will share the plan with the Superintendent or the Superintendent's Designee.

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 additional Plan of Assistance.

Second evaluator

When a teacher has been rated as *Ineffective* on the rubric and placed on a Plan of Assistance, at the request

of the teacher or the administrator, a second evaluator shall be appointed by the Superintendent or Designee. Notice of this appointment shall be sent to the teacher. The second evaluator shall review the Plan of Assistance and previous evaluations. The second evaluator shall monitor the teacher's progress on the plan and provide input regarding contract renewal. The second evaluator and primary evaluator will discuss the teacher's progress and status with the final responsibility of determining employment status resting with the building principal.

APPENDIX

Educator Performance Expectation Rubrics: Teachers will be evaluated according to Performance Expectations specifically for each of the following areas:

Appendix A: Teacher Pre- and Post-Observation Form

Appendix B: Goal Setting Guidance

Appendix C: Plan of Assistance

Appendix D: SMCSC Training Protocols

Appendix E: SMCSC Certificate of Earned Professional Growth Points

APPENDIX A: TEACHER PRE- AND POST-OBSERVATION FORMS (GOOGLE FORM)

These forms may be utilized at the request of either the educator or evaluator prior to the formal observation and following the observation.

Pre-Observation Form	
Domain 2: Effective Instruction	**Educator Response**
Classroom Climate and Diversity: How do you foster a positive classroom climate, and how does your instruction account for the diversity of your students?	
Objectives and Engagement: What learning objectives or standards are targeted for this lesson (or week), and what specific activities will engage students in meeting them?	
Instructional Strategies and Differentiation: What instructional strategies and resources will you use, and how will you differentiate them to meet varied students' learning needs?	
Assessment of Student Learning: How will you assess student progress toward achieving these targeted objectives or standards?	

Post-Observation Form (This form is meant to facilitate discussion during the post-conference and will not become part of the formal evaluation form. This form may be typed or handwritten)	
Instruction: How do I think the lesson went? Did the students meet my goal(s)/learning objective(s)/target standard(s)? How do I know?	
Student Engagement: As I reflect on the lesson, to what extent were students productively engaged? Were the activities and learning strategies appropriate for all students? Was the instruction differentiated to meet individual student's needs?	
Modification: If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (and/or: Did I alter my goals or instruction plan as I taught the lesson?)	

APPENDIX B: GOAL SETTING GUIDANCE (GOOGLE FORM)

This section establishes the framework and expectations for the collaborative goal-setting process, helping Track 2 and Track 3 educators intentionally design high-leverage growth targets that strengthen instructional practice and advance student impact.

Goal Categories: Teachers are provided two pathways for their professional goal:

- **Instructional Practice Focus:** This is about the **Teacher's Craft.** Techniques and methods used to deliver the lesson. Examples include, but are not limited to:
    - Increasing the use of higher-order questioning strategies
    - Increase the use of "Hinge Questions" (quick checks in the middle of a lesson to see who "gets it", check for understanding, exit ticket) to adjust instruction in real time to meet the needs of students
    - Increasing the use of structured academic talk (e.g., think-pair-share) to deepen student reasoning and participation
    - Incorporating intentional modeling and think-alouds to make cognitive processing visible to students (e.g., Smekens Reading Voice and Thinking Voice)

- **Student Experience Focus:** This is about the **Student's Journey.** It's the "environment" of the classroom - how students interact with each other, and how they take charge of their own learning. Examples include, but are not limited to:
    - Building consistent classroom routines that promote student autonomy and ownership of learning (e.g., goal-setting, self-assessment)
    - Implementing a restorative justice framework to reduce behavioral disruptions
    - Implement the use of "Visual Thinking Strategies" to help students talk about their creative process
    - Establishing opportunities for student voice and choice in how they demonstrate learning

Measuring "Identifiable Growth"

Measures may include, but are not limited to: traditional assessments, comparative snapshot (before & after), or tracking sheet. Some examples include:

- **Instructional Artifacts:**
  - Lesson plans showing a progression of complexity.
  - "Before and After" Samples: Comparative student work showing student's original work alongside of the new work following implementation of the new strategy.
- **Observational Data:**
  - Feedback from video self-reflections.
  - Time-on-task Log: Data showing a decrease in "dead time" or transitions.
  - 2-minute clips of student engagement or skill performance from fall vs. spring showing before and after implementation of new teacher skill
- **Student Voice:**
  - Pre- and post-surveys regarding classroom climate or engagement.
  - "Before and After" Exit tickets
- **Professional Practice Artifacts:**
  - Self-Reflection Journal: A log of the teacher's growth
  - Lesson "Pivots": Lesson plans with teacher notes showing teacher adjustments to their instructional craft based on the mid-lesson check for understanding

Examples of the Growth and Impact

Teacher Group	What I'm Learning (The Growth)	What the Kids Get (The Impact)
Kindergarten	Mastering how to connect sounds to letters rather than just memorizing words.	Students will stop guessing at words and start "mapping" them out to become more confident readers.
MS Math	Learning how to step back and let students struggle through a problem together.	Students will spend more time talking to each other about math and less time waiting for me to give the answer.
HS Science	Learning how to teach "the why" behind an experiment's results.	Students will write better lab reports that actually explain the science instead of just listing data.
Special Ed.	Learning the specific "triggers" that cause students to get frustrated.	Students will have fewer outbursts because their daily schedules will be easier for them to follow and predict.
Music/Band	Learning how to coach students to lead their own small groups.	The band will sound better because students will know how to fix their own mistakes without me standing over them.
World Lang.	Learning how to use gestures and visuals to stay in the target language.	Students will feel less confused and more comfortable actually speaking the language in class.
Art (Visual)	Learning how to ask better questions about a student's creative process.	Students will be able to explain *why* they chose a certain color or tool to tell their story.
Counselors	Learning how to run "Restorative Circles" for students who feel left out.	At-risk freshmen will feel like they belong at this school, leading to better attendance and fewer office visits.
CTE	Getting certified in the latest safety standards for my industry.	Students will treat the workshop like a real job site, keeping things cleaner and safer every day.

SAMPLE RATIONALE STATEMENT

> "Looking at my student performance data from last semester, I noticed a lot of my students are good at memorizing facts but really struggle when I ask them to compare different viewpoints or write a solid argument. My own self-assessment and past evaluation showed that I tend to do most of the talking during lessons and may not provide sufficient opportunity for students to practice developing their arguments.
>
> I chose 'Instructional Practice' because I want to move away from primarily lecturing and start using strategies like Socratic Seminars. My goal is to get the students leading the conversations. If I can improve how I facilitate these discussions, I believe I'll see better critical thinking and higher scores on their written essays."

SAMPLE GOALS

Any Teacher - I will learn advanced Canva for Education design techniques in order to implement visually mapped graphic organizers, so that students improve their ability to synthesize complex historical timelines, measured by a comparative portfolio of student work from the beginning and end of the unit.

Primary Teacher - I will learn evidence-based Heggerty multisensory techniques in order to implement daily 10-minute "Say-it-and-Move-it" sound mapping routines, so that students improve their ability to blend and segment CVC words, measured by growth in mid-year phoneme segmentation fluency scores.

Science Teacher - I will learn how to effectively use Data-to-Claim Inquiry instructional models in order to implement peer-reviewed lab report sessions, so that students improve their ability to construct scientific arguments based on data evidence, measured by a rubric-based growth analysis of initial versus final laboratory investigations.

ELA Teacher - I will learn how to facilitate an ongoing feedback loop and targeted 1-on-1 writing conferences in order to implement real-time verbal feedback during the drafting process, so that students increase their proficiency in articulating complex thematic claims, measured by a comparison of "Area of Growth" notes from first draft to final submission.

Math Teacher - I will learn the Vertical Non-Permanent Surfaces (VNPS) method from Building Thinking Classrooms in order to implement standing collaborative problem-solving sessions, so that students increase their mathematical perseverance when tackling multi-step equations, measured by observational data logs comparing engagement levels and time-on-task to traditional desk work.

CTE Teacher - I will learn advanced project-based learning (PBL) design for technical certifications in order to implement simulated workplace performance tasks, so that students master industry-standard troubleshooting protocols, measured by student-created standard operating procedure manuals and end-of-course industry certification exam scores.

Art Teacher - I will learn advanced critique and studio-based instructional strategies in order to implement structured peer critique protocols and iterative design processes, so that students improve their ability to

analyze, refine, and justify their artistic choices, measured by rubric-based growth in their artwork from initial concept to final piece and documented reflection statements.

Elementary Teacher - I will learn how to implement explicit Tier 2 vocabulary instruction using the "I Do, We Do, You Do" gradual release model in order to embed daily vocabulary routines during interactive read-alouds, so that students improve their understanding and use of academic language, measured by growth in weekly vocabulary checks and student use of target words in speaking and writing.

Special Education Teacher - I will learn how to design and implement goal-aligned curriculum-based measurements (CBMs) in order to conduct weekly progress monitoring for targeted IEP skills, so that students demonstrate consistent progress toward their individual goals, measured by trendline data and documented growth across progress monitoring probes.

Evaluator Goal Approval Rubric: ***(Administrator Tool – Calibration + Consistency)***

The Evaluator Goal Approval Rubric is to be completed by the educator in August and formally approved by the evaluator in September.

Professional Growth Goal Approval Rubric		
Indicator	**Meets Expectations**	**Does Not Meet Expectation (As of Yet)**
Clarity, Focus, and Feasibility	Clear and achievable within the set timeframe	Vague, unfocused, or unrealistic for the current timeframe
Student Impact	Clear student-facing impact with direct benefits for learners	Weak, indirect, or only some connection to student impact
Evidence	Multiple evidence sources	No clear evidence or limited indicators provided
Rigor	Meaningful professional stretch	Minimal to moderate growth expectations
Alignment	Alignments with professional standards and school priorities	Weak alignment with professional standards and school priorities

Approval Status:

☐ Approved

☐ Conditionally approved with minor revisions - Please return with revisions. See notes.

☐ Not approved – Resubmission required. See notes. You may opt for a meeting with the Evaluator prior to submission.

Evaluator Feedback: **Date:** _____

End-of-Year Reflection Tool:

Teacher + Evaluator Reflection Protocol

Teacher Reflection

1. Describe your professional growth this year.
2. What instructional changes had the greatest impact?
3. What evidence best demonstrates student benefit?
4. What challenges did you encounter and how did you address them?
5. What did not work in implementing this approach?
6. What is your next instructional growth focus?

Evaluator Reflection

- Evidence of professional growth:
- Evidence of student impact:
- Recommended next growth focus:

End-of-Year Success Rubric:

This framework is a diagnostic tool used during the End-of-year Reflection. To achieve a status of **"Met,"** the teacher must meet two specific areas: Was the goal implemented? Is there evidence of growth, a shift in practice, and/or reflection on the goal?

Status: MET - *Did the teacher do what they said they would do, and how has their analysis of the resulting evidence informed their professional growth?*

- ☐ The teacher successfully acquired the new skill or strategy identified in the goal.
- ☐ There is clear evidence showing the application of the new skill, with a transparent analysis of the results that demonstrates professional growth regardless of the strategy's ultimate success.

Status: DID NOT MEET - *Is there a break in the link between the goal and the outcome?*

- ☐ The teacher did not engage with the new skill, or the implementation was disconnected from the professional growth plan established in the fall.
- ☐ There is no identifiable change in student work, classroom environment, or teacher craft.
- ☐ Evidence is either missing, irrelevant to the goal, or purely anecdotal without any supporting artifacts.

GOAL OUTCOME RESULTS:

MET

Track 3 Teacher: If a goal is determined to be 'Met' during the final End-of-Year Reflection, the teacher will remain on Track 3 for the following school year, maintaining their current level of autonomy and professional standing.

Track 2 Teacher: For teachers on Track 2, successfully meeting the professional growth goal indicating that the 50% performance weight positively reflects their instructional growth and commitment to professional improvement.

DID NOT MEET

Track 3 Teacher: If a goal is determined to be 'Did Not Meet' during the final End-of-Year Reflection, the teacher will transition to Track 2 for the following school year to receive more targeted support and formal oversight.

Track 2 Teacher: For teachers already on Track 2, any portion of the goal that is not met will be factored into the overall evaluation scale. Given that the professional growth goal constitutes 50% of the total performance score, a lack of progress in this area will significantly influence the final rating and signal a need for continued targeted support.

Appendix C: plan of assistance

Plan Components	**Action and Evidence** To be completed collaboratively by Evaluator & Teacher
1. Targeted Expectations Specific performance expectations currently not being met.	**Growth Goal(s):**
2. Evidence for Improvement Clear teacher and student indicators required to demonstrate proficiency. The plan may require an SLO be developed by the teacher.	**Teacher Evidence:** **Student Evidence:**
3. Monitoring & Feedback Define the system for ongoing observation and feedback (e.g., frequency of walk-throughs, meeting schedule).	**Monitoring Plan:** Date: Expectation**:**
4. Support Resources Identify resources to be provided (e.g., coaching, professional development, evaluator feedback, materials).	**Resources & Support:**
5. Timeline Establish the start date, duration of the plan, and the date for the final progress review.	**Start Date:** **Review Date:**

Unilateral Establishment: If the evaluator and teacher cannot jointly agree on the details, the administrator shall establish the plan unilaterally.

Communication: The building principal will share the established plan with the Superintendent or designee. The teacher retains the right to share details of the plan with the Association President or designee

Outcomes: At the conclusion of the timeline, the evaluator will review the gathered evidence to determine if the deficiencies have been successfully remediated, if the plan should be extended, or if a recommendation for contract non-renewal is necessary. Following a meeting with the teacher, the evaluator will communicate the outcome to the Superintendent or designee.

Signatures:

This Plan of Assistance shall begin on _____ and end on _____
Date Date

_____ _____
Evaluator Signature Date

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

_____ _____
Teacher Signature Date

Teacher Remarks Attached

The signatures of the teacher and evaluator signify that a discussion of the specific performance expectation(s) not being met has occurred. The teacher's signature does not necessarily denote that the teacher agrees. The teacher may attach dissenting remarks. The information will be placed in the teacher's personnel file.

Office Use Only: Teacher attained goals: ◊ Yes ◊ No New plan was implemented ◊ Yes ◊ No

Evaluator: _____ Date: _____

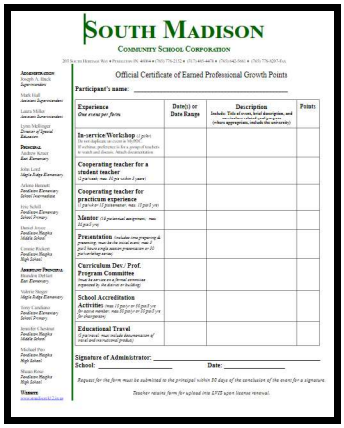
APPENDIX D: SMCSC TRAINING PROTOCOLS

The District is responsible for ongoing training of all evaluators and teachers in the use of the SMCSC Students First Teacher Evaluation Plan, including the use of the various tools. The following outline for training was developed in conjunction with the teacher evaluation committee. South Madison Community School Corporation has addressed evaluator training as follows:

- Administrators who evaluate receive local training on the evaluation rubrics and system..
- Evaluators receive training in inter-rater reliability and continue to align expectations through district professional learning communities.
- Certified staff will receive training and support on the evaluation rubric, goal setting, and evaluation process. Support will range in format to meet the needs of all certified staff. Methods will include meetings, coaching, videos, and feedback.
- Evaluators and certified staff receive training on evaluation online systems.
- Each year, newly hired teachers will be trained in the teacher evaluation system along with support from the principals.

Appendix E: SMCSC Certificate of Earned Professional Growth Points

Professional Growth Points form may be found in Standard for Success, SMCSC Licensure Google Team Drive, and from your building administrator. This form requires the supervisor's signature.



SOUTH MADISON
COMMUNITY SCHOOL CORPORATION

Official Certificate of Earned Professional Growth Points

Participant's name: _____

Experience *One event per form.*	Date(s) or Date Range	Description Include: Title of event, brief description, and name of sponsoring organization (where appropriate, include the university)	Points
In-service/Workshop (1 point)			
Cooperating teacher for a student teacher (1 point/week, max. 15 per cycle/ 2 years)			
Cooperating teacher for practicum experience (1 point or 15 points/year, max. 15 per/5 yrs)			
Mentor (10 points/all assignments, max. 20 per/5 yrs)			
Presentation (Includes time preparing & presenting, max. 10 per/5 yrs, max. 5 per/1 hour; must include documentation of all participating parties)			
Curriculum Dev./ Prof. Program Committee (must be on-site on a formal committee approved by the district or building)			
School Accreditation Activities: (max. 15 pts/yr or 30 pts/5 yrs for active members; max. 10 pts/yr or 20 pts/5 yrs for chairpersons)			
Educational Travel (5 pts/visit; must include documentation of visit and instructional product)			

Signature of Administrator: _____
School: _____ Date: _____

Request for the form must be submitted to the principal within 30 days of the conclusion of the event for a signature.

Teacher retains form for upload into LTVE upon license renewal.

Glossary

Evaluation Procedural Terms:

Appeal Process: When a teacher has been categorized as *Ineffective,* at the request of the teacher or the administrator, a second evaluator shall be appointed by the Superintendent or Designee.

Artifacts/Evidence: Materials that may 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, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, and other materials of a similar nature).

Direct Instruction- Direct instruction is a teacher-directed teaching method. The teachers give explicit, guided instructions to the student(s).

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

Evaluator: School administrators and central office administrators will serve as evaluators. The Assistant Superintendent will be the evaluator for the Principals. Teachers and other certified educators will be evaluated by the school administrators or central office administrators.

- **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.

Formal Observation: An extended observation, usually the length of a class period (30 or more minutes). A formal observation is a pre-arranged observation and the teacher will be afforded the opportunity to complete a pre-observation form prior to the observation.

Performance Conference: A conference to be held in the spring during which the teacher and evaluator discuss the teacher's performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference."

Indicator: Observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Effectiveness Rubrics.

Informal Observation: A short unannounced visitation (duration approximately 10-15 minutes) by the evaluator to observe the teacher in any of the domain areas.

Performance Expectations Reflective Conference: A conference held after each formal observation to reflect upon the teacher appraisal rubric. The evaluator will review performance expectation(s) based on the rubric and any available student achievement data. The evaluator will provide the teacher with an overall rating on the rubric based on current data. See table.

Present Levels of Performance (PLOP): The PLOP is a description of the student's academic achievement, functional performance, and learning styles. This statement is based on current data which has been collected within the last year. Historical medical information and cognitive evaluations could also be included if related to current needs of the student.

Professional Judgment: A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

Summative Performance Levels Evaluation: Overall performance evaluation prepared by the primary evaluator that provides the final rating for each certified employee as well as a recommendation for the employee's status for the upcoming school year: The certified employee may request a follow-up conference with the evaluator within five school days of receipt of the document.

Plan of Assistance: Resource designed to provide assistance and support for teachers who receive Improvement Necessary or Ineffective evaluation on the rubric. The plan is an optional part of the on-going evaluation process. A Plan of Assistance will identify specific performance expectations not being met, specify what is needed to improve, provide suggestions and resources, delineate a timeline to follow to address the performance expectations, and provide ongoing observations and feedback to the teacher throughout the duration of the plan. By law, the plan will not be more than ninety (90) days. A teacher may elect to have representation at any plan conference.