



Richland-Bean Blossom Community School Corporation

EDGEWOOD SCHOOLS

Caring. Daring. Preparing.

2026-2027

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

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

Richland-Bean Blossom Community School Corporation Educator Appraisal Plan

We believe that

a fair teacher appraisal process can improve teaching and learning;

fairness requires an appraisal that is comprehensible and practical;

fairness recognizes exceptional situations and implements procedures to address them;

a culture of professional development facilitates student growth;

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

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

dialogue among educators promotes confidence and support for all stakeholders.

Richland-Bean Blossom Community School Corporation
2026-2027

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DESCRIPTION OF PLAN DEVELOPMENT PROCESS

Corporation Team Members	Position
Caroline Boisvert	EHS Science Teacher
Doug Uhls	EHS Math Teacher
Dirk Ackerman	EHS Principal
Alison Kingsley	EHS Art Teacher
Lisa Beeman	EJHS Math Teacher
Carrie Koontz	EJHS Science Teacher
Kent Rentschler	EJHS Principal
Cierra Simmons	EIS 5th Grade Teacher
Lori Majors	EIS 5th Grade Teacher
Sarah Smock	EIS 3rd Grade Teacher
Andy Scholl	EIS Principal
Brandy Abel	EPS 1st Grade Teacher, Association Representative
Erica Kohl	EPS 2nd Grade Teacher
Karra Glasscock	EPS Speech Language Pathologist
Meg Deckard	EPS K5 Teacher
Sarah Figg	EPS Special Area Teacher
Matt Wooden	EPS Principal
Mary Beckwith	EECC Special Education Teacher
Heather Kensek	EECC Director
Meighan Scott	6-12 Ready Schools Instructional Coordinator
Mariah Bruce	K-5 Ready Schools Instructional Coordinator
Jennifer Barrett	Assistant Superintendent of Teaching and Learning
Noah Dixon	Director of Special Education
Jerry Sanders	Superintendent

Description of Training/process:

RBBCSC designed a teacher appraisal system that meets and exceeds the requirements of the Indiana legislation. The process included creating a system that grows, supports, and assesses effective teaching. The community of teachers and administrators of RBBCSC have aligned their goals and mission in the classroom through Marzano's High Reliability Schools' process and adopted the evidence-based *The New Art and Science of Teaching* as the corporation's instructional framework. The district administrators and instructional coaching team collaborated with the evaluation design team to build a common understanding of each of these elements.

Ongoing Plan Revisions:

The Corporation Team will regularly reconvene to address legislative updates, areas of success, and areas for consideration as the plan continues to evolve. This plan will be developed and executed through a joint committee of RBBCSC teachers and administrators with a common goal to meet the requirements set forth in Indiana legislation. This system not only assesses, but grows and supports effective instructional practices and assessment to inform, guide, and support student learning.

Corporation Teacher Appraisal Committee Communication Plan**Background/Situation Analysis:**

All teachers will be appraised into one of four categories: Innovating, Applying, Developing, or Beginning, based on a combination of data collected through observations and evidence.

Key Communication Objectives:

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

Tools/Method of Communication:

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

Audience to Receive the Communication:

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

Responsible Parties for Communication:

The district administration, instructional coaches, and building principals will communicate with all stakeholders, including teachers.

Evaluation and Monitoring:

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

INTRODUCTION AND PURPOSE OF TEACHER EVALUATION

General Provisions for Teacher Appraisals

All certificated employees and teachers shall be evaluated in the performance of their assigned duties as outlined in the evaluation plan.

1. Teachers will be evaluated using the Teacher Performance Expectations Rubric.
2. All teachers will be assigned one administrator to be their primary evaluator.
3. The teacher's performance evaluation may include information provided by any building administrator, coach or mentor teacher. The source of information shall be disclosed to (and in the case of coaches and mentor teachers, approved by) the teacher.
4. A teacher may be afforded Association representation if they so choose during the evaluative process.
5. Anytime during the evaluation process, a teacher has the right to submit a written reflection statement to be attached to any written evaluation document.
6. Modifications to these guidelines will be discussed with teacher representation per IC:20-29-6-7.
7. Only individuals who have received training and support in evaluation skills may evaluate certificated employees (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).
8. (OPTIONAL - currently not used at RBBCSC) Teachers acting as evaluators clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their professional responsibilities (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).
9. All evaluators receive training and support in evaluation skills through the Indiana Education Service Centers and Marzano's High Reliability Schools framework. The training includes scoring practice, proficiency assessments, and calibration benchmarks (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).

TEACHER PERFORMANCE EXPECTATIONS RUBRIC

The teachers will be evaluated according to a Performance Expectations Rubric.

Teacher Effectiveness Performance Expectations		Innovating	Applying	Developing	Beginning
Domain 1 Curriculum & Planning					
	1.1 NASOT Instructional Framework: Feedback → Providing and Communicating Clear Learning Goals	4	3	2	1
	1.2 NASOT Instructional Framework: Feedback → Using Assessments	4	3	2	1
	1.3 Innovative approach	4	3	2	1
		Average Rating X 25%			
Domain 2 Instruction					
	2.1 NASOT Instructional Model: Context	4	3	2	1
	2.2 NASOT Instructional Model: Context → Building Relationships	4	3	2	1
	2.3 NASOT Instructional Model: Content	4	3	2	1
	2.4 Individual instructional goal	4	3	2	1
	2.5 School-wide/grade-level/department instructional goal	4	3	2	1
		Average Rating X 25%			
Domain 3 Reflection on Effectiveness					
	3.1 Self-Assessment	4	3	2	1
	3.2 Reflects and adapts practices	4	3	2	1
		Average Rating X 25%			
Domain 4 Professionalism					
	4.1 Professional Learning Communities (PLCs)	4	3	2	1
	4.2 Communication with stakeholders	4	3	2	1
	4.3 Professional practice	4	3	2	1
		Average Rating X 25%			

TEACHER PERFORMANCE EXPECTATIONS CALCULATIONS

Teacher Effectiveness Rubric (TER) Rating Calculations	Rating (1-4)	Weight	Summative
Domain 1 Total (Curriculum & Planning)		25%	
Domain 2 Total (Instruction)		25%	
Domain 3 Total (Reflection on Effectiveness)		25%	
Domain 4 Total (Professionalism)		25%	
Summative Appraisal Plan Total			

Example:

Teacher Effectiveness Rubric (TER) Rating Calculations	Rating (1-4)	Weight	Summative
Domain 1 Total (Curriculum & Planning)	3	25%	0.75
Domain 2 Total (Instruction)	3	25%	0.75
Domain 3 Total (Reflection on Effectiveness)	4	25%	1.0
Domain 4 Total (Professionalism)	4	25%	1.0
Summative Appraisal Plan Total			3.5

Overall Ratings for the Summative Evaluation

In order to determine the overall summative rating (as required by Indiana Code) with the Teacher Evaluation Rubric, the following scale will be enacted on a 4.0 scale:

- Highly Effective 3.50 - 4.00
- Effective 2.25 - 3.49
- Improvement Necessary 1.50 - 2.24
- Ineffective 1.00 - 1.49

EVALUATIVE EVIDENCE

Evaluative evidence provides documentation of a teacher's attainment of performance expectations.

The types of evaluative evidence are as follows:

- **Formal observation:**
 - Extended observation by the building administrator lasting 25-30 minutes
 - One formal observation each semester (minimum of 2 total)
 - Administrators complete all formal teacher observations.
 - All formal observations will be scheduled/pre-arranged with the teacher.
 - Formal observations do not need to be tied to the teacher's growth goal. Because formal observations are scheduled/pre-arranged with teacher input, the teacher can determine whether the growth goal is a focus of the observation or not.
- **Informal observation:**
 - Shorter in time (~10-15 minutes)
 - One informal observation each semester
 - Completed by the evaluator, an instructional coach, or through video-based and structured self-reflection
 - Scheduled or unarranged (Administrators have discretion in how they want to approach logistics of informal observations.)

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

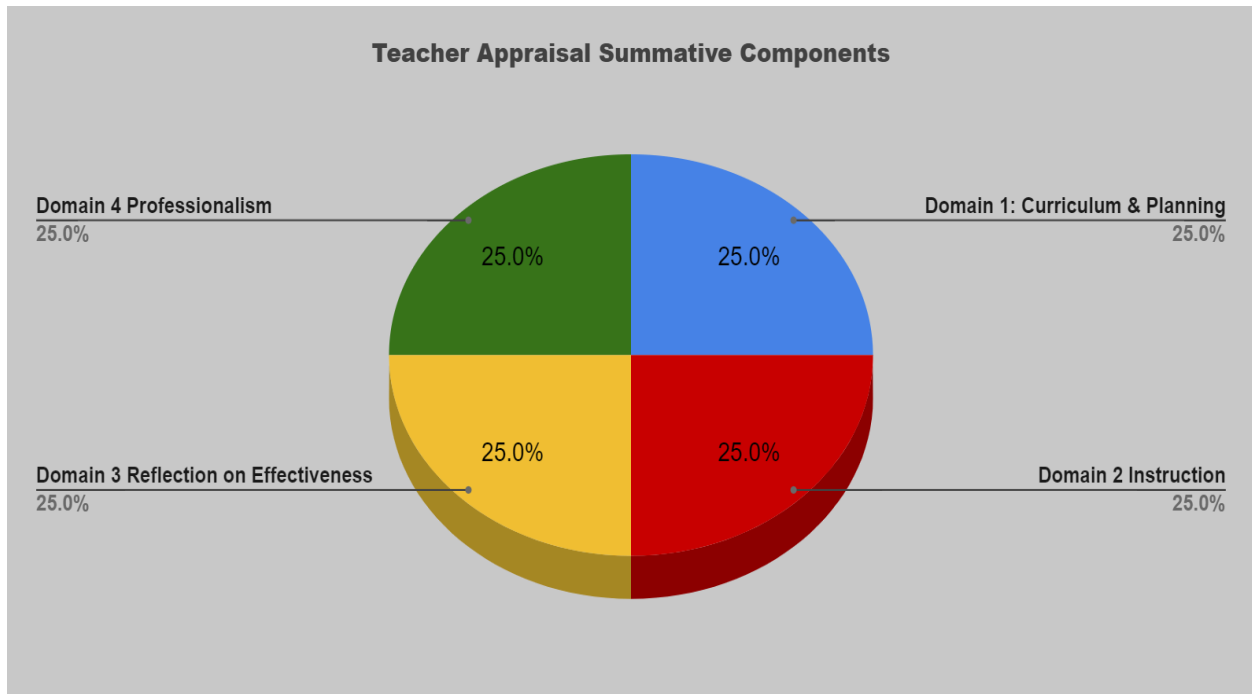
Evaluation Timeline

New Teacher (1 and 2 Years of Experience) Cohort	● Attend a beginning of year onboarding training before the first day of the school year ● Will be assigned to a mentor teacher; mentor and assigned new teachers will meet a minimum of 4 times per semester.
Teacher Self-reflection	To be completed by 8/21/2026
Beginning of Year Goal Setting Conference	● Meeting between Building Administrator and Teacher ● To be completed by 8/28/2026
Formal Observations	To be completed by 12/18/2026 (1st semester) and 4/9/2027 (2nd semester)
Informal Observations	To be completed by 12/18/2026 (1st semester) and 4/9/2027 (2nd semester)
EOY Educator Self-Reflection	To be submitted by 4/2/2027

Evaluator Scores Submitted to all Teachers	To be completed by 4/16/2027
End of Year Conference & Additional Artifact Submission	To be completed by 5/25/2027. Artifact evidence is not required.
Summative Evaluation Signed, Printed & Submitted	• To be completed by 5/28/2027 • Teacher and administrator both sign the summative evaluation form • A copy of the signed summative evaluation will be kept in the employee's personnel file at the central office

TEACHER/PRINCIPAL/SUPERINTENDENT APPRAISAL PLAN SUMMATIVE COMPONENTS

The Teacher/Principal/Superintendent Effectiveness Rubric (TER) accounts for 100% of the total rating for the Teacher Appraisal Plan.



Each of the domain ratings is weighted the same to stress the importance of each area of teacher development. A teacher will not have the same positive impact on students without equal consideration of all domains.

Plan of Assistance

If at any point in the year, an evaluator observes competencies in need of improvement or performance expectations not being met, the teacher and evaluator will meet to develop and implement a Plan of Assistance (Appendix B).

1. Identify and review the specific performance expectations not being met.
2. Specify what is needed to improve the level of performance.
3. Provide suggestions, resources, strategies, and support the teacher shall use to improve performance.
4. Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has shown improvement during the forty-five day plan.
5. Provide ongoing observations and feedback to the teacher throughout the duration of the plan.

When an evaluator assigns a teacher a Plan of Assistance, the building principal will inform the Superintendent who will, in turn, inform the Association President.

If the teacher makes inadequate progress on the Plan of Assistance, an evaluator may assign an additional forty-five day Plan of Assistance.

Teacher Effectiveness Rubric (TER) Summative Evaluation Conference

A total score of Domains 1, 2, 3 and 4 will be determined prior to the TER Summative Evaluation Conference. The purposes of the TER Summative Evaluation Conference are:

1. Review all performance expectation(s) and answer questions and clarify the reason(s) for the overall performance level.
2. Discuss the evaluative recommendation for the next school year (i.e. *Renewal, Non-Renewal, Plan of Assistance for **Improvement Necessary OR Ineffective.***)
3. If a teacher wants to submit additional evidence, this will need to be completed within 3 days of the TER Summative Evaluation Conference. The evaluator will reconsider that domain and then finalize the evaluation.

Summative Evaluation (TER)

Plan of Assistance for Improvement Necessary or Ineffective

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

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

When an evaluator assigns a teacher a Plan of Assistance, the building principal will inform the Superintendent who will, in turn, inform the Association President.

At the conclusion of the Plan of Assistance, the evaluator will determine whether to recommend the teacher for renewal or non-renewal or to continue the Plan of Assistance for another 45-day timeline.

If the status of the teacher is *Improvement Necessary* or *Ineffective*, at this conference, the evaluator will determine whether the teacher has progressed to a performance level of *Effective* or *Highly Effective*, will require a second Plan of Assistance, and will be recommended for renewal or non-renewal.

Secondary Evaluator

When a teacher has received a summative TER performance rating of 2.24 or lower (*Improvement Necessary* or *Ineffective*), at the option of the teacher or the administrator, a second evaluator shall be appointed by the Superintendent or designee. The second evaluator will be an administrator in the building of the teacher making the request/primary evaluator making the request (or if necessary, an administrator from another building that possesses appropriate expertise). Notice of this appointment will be sent to the teacher and the Association president. The second evaluator shall review the Plan of Assistance (if in place) and previous observations and evaluations. In addition to the evaluator, the second evaluator will monitor the teacher's progress on the plan and make a determination on contract renewal. The second evaluator's determination is moot if the evaluator concludes that the objectives of the plan have been met. The second evaluator and

primary evaluator will discuss the teacher's progress and status with the final responsibility of determination of employment status resting with the building principal.

Instruction Delivered by Teachers Rated Ineffective

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

Number of Teacher Days Required for a Qualifying Evaluation – Planned Leave

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

DAYS PRESENT	EVALUATION PROCESS
120+ days	No change – As prescribed
46-119 days	Summative rating based upon measures available and appropriate: • Rubric score will include data from at least one formal and one informal observation by primary evaluator
0-45 days	Evaluation declared incomplete for the school year. Implications for eligibility for pay raises will be determined through the collective bargaining process.