Yorktown Community Schools

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Evaluation Handbook

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Commitment 🐾•🐾•🐾•🐾 *Excellence* 🐾•🐾•🐾•🐾 *Opportunity*

12.26.2011; 7.26.2012; 9.2.2012; 12.15.12; 8.15.13;6.24.14; 8.12.2015 12.18.2015; 7.25.2016; 8.2..2017; 5.16.2018

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Yorktown Evaluation Handbook

Yorktown Community School's Core Beliefs

1. Students will learn and perform best when stakeholders maintain **high expectations**.
2. Curriculum & Instruction will be **research or evidence-based** with student achievement being **measured** to ensure **continuous progress**.
3. Students will be provided **opportunities** to learn and achieve to their highest potential.
4. School leaders will expect and support **ongoing improvement of teaching and student performance**.*

> *Core Beliefs (#4) Principles Supporting Certified Employees Performance Evaluations*
>
> - Nothing we can do for our students' matters more than giving them effective teachers and administrators capable of driving student learning outcomes.
> - All staff will be treated professionally and their work respected; therefore, a quality system that differentiates employee performance in order to give accurate and applicable support and recognition for excellence will be in place.
> - The evaluation system will provide detailed, constructive feedback tailored to the needs of students.
> - The evaluation system, including the tracking of performance on the TER, will provide detailed, constructive feedback tailored to the instructional professional development of teachers.

YCS Evaluation System's Purpose & Goals

The evaluation system's purpose and standards of instructional excellence should inform the types of outcomes and practices that will be assessed through the evaluation system, which in turn, will inform the methods and measures to be used. Research has shown that teachers are the most significant school-based factor in student achievement. It is essential to not only have a systematic approach to identify highly effective teachers and staff, but also systematically provide data and feedback that can be used to improve professional practice. All aspects of the evaluation process should have a student-centered focus.

Our evaluation system seeks to ensure we recruit and retain the best teachers and certified employees, develop all staff to their fullest potential, and address ineffective staff fairly but decisively.

The goals of our evaluation system are to:
- Recruit the best staff;
- Retain the best staff;
- Develop all staff to their fullest potential; and
- Address ineffective staff

The Evaluation Handbook will be made available to all certified staff before the evaluations are conducted. Although specific TER may differ for some, the procedures are followed by all certificated and/or defined "teachers". It will also be available on corporation website. In addition, the evaluation plan has been and will continue to be submitted to IDOE as prescribed.

Rationale

The development and utilization of YCS's Performance Evaluation system are to set the stage for improved performance by staff, which is supported in the research that correlates student achievement and teacher effectiveness. In order to ensure success within the system, the process must reveal measures that will be utilized to provide real-time feedback, are accessible and easily understood, and have direct application to teacher practice in order to have an immediate impact on teaching and learning.

Measures should be selected based on the following:

- o Ability to accurately measure student progress
- o Demonstrated impact on student achievement
- o Demonstrated impact on teacher practice

Teachers, administrators and all staff will work collaboratively to discuss these measures in order to meet the demands set forth in the evaluation plan and strive to improve teacher effectiveness and student academic achievement.

YCS's evaluation system also seeks to reform teaching in order to ensure or prevent the possibility of a teacher's **negative impact** on student learning. ***Negative impact, NI, on student learning*** shall be defined as follows:

A situation in which the students do not attain the expected growth and/or achievement according to their abilities under the tutelage of a teacher.

Negative impact on student learning shall be identified by the following:

(1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results, using mean and median that would determine negative impact on growth and achievement. Cut levels shall be published by August 1 or when IDOE provides the levels. The IDOE will calculate negative impact for all teachers with IN Growth Model data.

(2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of

standards established by the state. If the teacher meets any one or more of the three criteria below, he/she will be deemed to have a negative impact on student learning.

1. Teacher receives a final TER score of 1;
2. Teacher does not successfully complete a mandated Improvement Plan.

If a teacher is determined to ***negatively impact student achievement and/or growth*** then they cannot receive a summative rating of highly effective or effective. Yorktown Community Schools will re-categorize those deemed to ***negatively impact student achievement and/or growth*** as ineffective or improvement necessary on the summative evaluation. Thus, an Improvement Plan will be implemented if a ninety (90) day plan has not yet been fully executed.

YCS's evaluation system seeks to learn from common mistakes identified throughout the research and in turn build an evaluation system in which evaluators are better able to judge whether teachers have met each performance expectation based on student behaviors and evidence of student learning. Ineffective teaching is reflected more in the responses of the students than in the behaviors of the teachers. However, in order to establish and maintain academic excellence within YCS, the highest level of professionalism is expected.

Each of the following pertinent flaws identified within the research on evaluation systems has been addressed within this document. The following chart list the flaws and YCS's attempt to address each.

FREQUENT FLAW	YCS ACTIONS TO AVOID FLAW
Infrequent	Annual evaluations will require that teachers and all certified staff are provided constant, timely, and constructive feedback throughout the year.
Unfocused	Evaluators will be trained for consistency so that teachers and other staff are evaluated as similarly as possible; The entire evaluation plan is detailed in order to better inform all stakeholders of expectations; data with the most confidence will be given the most weight; and the goals of YCS's evaluation system are made clear.
Undifferentiated	TER provides insight to the various levels of expertise; data is considered based on individual teacher appropriateness; and multiple measures are used to determine staff effectiveness.

Unhelpful	Mandated feedback will be provided that enables teachers to improve; Collaborative effort between teachers/staff and evaluators; and Improvement Plan will be focused, differentiated, and timely
Inconsequential	As set forth, evaluations will provide essential information gained as a means to recruit, retain, develop, and appropriately compensate.

Role of Evaluator

Measuring teacher and staff professional practices through collecting, reviewing and analyzing evidence requires trained evaluators and a collaborative effort with teachers. It is the goal of this evaluation process to ensure YCS has inter-rater reliability so that teachers and staff are evaluated appropriately and as similarly as possible. Observations will require a substantial commitment to training for evaluators to ensure inter-rater reliability, as well as training for teachers who will use evaluation results to inform practice. Our evaluators are all RISE training certified.

Yorktown Schools is committed to ensuring all evaluators are properly trained to meet State regulations set forth by the SBOE on evaluation training. To assist, whenever possible, evaluators will continue to work together to ensure the best outcomes for the students we serve. The district will ensure each teacher and staff member at minimum will have one primary evaluator.

Primary Evaluators are defined as the following:

> *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. Superintendents, principals, assistant principals, directors, and deans may serve as primary evaluators.

We need to nurture an educational climate in which evaluation is not seen as punitive and teachers and staff are highly involved in the process. The core of our evaluation reform efforts is the following:

- Professional development so all teachers and administrators can learn from top performing, highly effective teachers and other administrators,
- Provide support for discouraged and/or less effective teachers and administrators, and
- Continue to develop all teachers, administrators and other certified staff toward their full potential.

Using evaluation results to support professional development is a significant piece of the evaluation cycle. An evaluation system's capacity to reliably identify highly effective and ineffective teachers and staff members is important. However, ensuring the teacher and staff ratings accurately reflect individual staff's strengths and weaknesses is also essential for targeting professional development. Evaluation results can then be used to identify individual, school, and district-wide needs; target professional learning; gauge teacher growth; and identify potential mentors. Providing job-embedded, ongoing, individualized professional learning and support is necessary for teacher evaluation to have a positive impact on teacher practice.

Yorktown is committed to taking the time to differentiate the opportunities for all teachers, administrators and other certified personnel to enhance their professional skills to better serve our students. Using evaluation information in order to create rewarding professional development opportunities for our staff will be based directly on the needs identified within the evaluation process. The professional development will also be vital to our students' learning outcomes. In addition, Professional Growth Points (PGP) will be better scripted and that of higher quality.

However, ultimately the true test of the evaluation process should be whether it gives staff feedback and proper support necessary to improve. In order to monitor implementation and effectiveness of Yorktown's evaluation system, we will survey the staff.

Continual Improvement of Evaluation Processes and Procedures

Yorktown's Evaluation Handbook will be approached and embraced as a "living document". Yorktown will continuously seek to improve our handbook in order to better meet the needs of our staff and students. Each year teachers and administrators will be given the opportunity to provide valuable input through the discussions process. This practice is continued from last school year, which has been very successful. The conversation resulting in many different curricular areas of focus has been invaluable.

It is important we implement a system to gain teacher input throughout the process as well. Following the feedback guidelines enclosed in this document (*see Feedback & PD pg. 11*), YCS has created feedback avenues for teachers and evaluators to report on the quality of evaluations and feedback which they are receiving. Administration will work with teachers at the conclusion of each school year to develop a method of gathering teachers' purposeful and meaningful input in addition to what is set in the feedback section. Each year, an updated Evaluation Handbook will be made available to all certified staff before the evaluations are conducted. It will also be available on the YCS's website.

Yorktown Community Schools is committed to monitoring the impact of our evaluation plan, procedures, and processes. Central office will collect, prepare, and distribute pertinent data. Central office will monitor and/or report the following by individuals, building, and/or district:

- Number of Teachers/Administrators in each effectiveness category;
- Teacher preparation program for each of the rated teachers;
- Amount of compensation rewarded per year;
- Teacher Attendance Rate

Expectations and Requirements: An Overview of the Entire Evaluation Plan

The **PLAN** includes the following expectations and requirements:

Annual

Performance evaluations for all certified staff will be conducted at least annually. A primary evaluator will conduct the annual summative evaluation. Teachers will be evaluated using the Yorktown Pride 2.0. Additionally, all teachers will be required to complete one (1) observation of a peer, approved by their evaluator. The completed peer review form, which will not identify the peer by name, will be a required, but unweighted part of each teacher's annual evaluation. Principals will be evaluated using Indiana Principal Effectiveness Rubric RISE where SLO's are also set. The superintendent will be evaluated using the ISBA proposed model where SLO's are also set. In addition, our certified personnel not defined as a teacher and/or defined as teacher will use evaluation tools developed by their respective professional association or Yorktown Pride 2.0.

Use Objective Data

This is the collection of student data on student achievement and growth that will significantly inform the evaluation. The objective data measures include:

- Measures provided by IDOE based on student achievement and/or growth on Statewide assessments;
- Measures based on other assessments developed or procured by a school corporation, school building, grade level, department, and/or individual class or course for the purpose of showing student growth and/or achievement (*see Appendix A for YCS Code of Ethical Assessment Practices and Procedures*). This may also include commercially available or locally developed assessments, performance tasks, portfolios, or other measures of student growth and achievement;
- Measures closely aligned with content standards, as applicable, to reflect ambitious learning goals and proportional representation of content; and/or

The use and weighting of student measures shall directly relate the assessments that most accurately measure student learning according to the following priority:

1. Where a state exam exists, a school corporation must use one as a primary measure.

2. Where a state exam does not exist, the primary measure shall be an exam developed or procured by a corporation that is used for common grades and subjects.
   - Any course being taught by multiple teachers will use the same common assessment to ensure fairness and consistency.

3. Only when there is no state, corporation, or school exam shall a corporation utilize class-specific, teacher-created exams as a primary measure of student learning for evaluation purposes. If data from state exams are available, that data must be used and weighted more than other sources of student learning measures.

4. Where individual state assessments growth data is available, we will incorporate this data in summative ratings and give this data a higher weight than other student learning measures that may be included.

Multiple Measures

Evaluators must use multiple measures to compile a complete and comprehensive picture of each teacher's performance. Also, it is determined the weight each measure will hold. Yorktown will follow the following measures:

- TER (Teacher Effectiveness Rubric- Yorktown Pride 2.0);
- IGM (Indiana Growth Model);
- SLO (Student Learning Objectives);
- SWL (School-Wide Learning Measures); and/or
- DWL (District- Wide Learning Measures)

The value and weight of the aforementioned individual measures will be dependent on area(s) taught by the teacher; thus, the need for determining teacher groups. The following is YCS outline of teacher assigned groups and the impact of each of the pieces of multiple measures.

For 18-19 SY, the grouping and percentage weights will be as follows:

- Group 1- GM Data for at least half of their classes
  - 75% from the Teacher Effectiveness Rubric Rating
  - 10% from the Individual Growth Model Data
  - 10% from the Student Learning Objective (SLO)
  - 5% from the School-Wide Learning Measure

- Group 2 - GM Data for less than half of their classes
  - 75% from the Teacher Effectives Rubric
  - 15% from the Student Learning Objective (SLO)
  - 5% from the Individual Growth Model Data
  - 5% from the School-Wide Learning Measure

- Group 3- No GM Data
  - 75% from the Teacher Effectiveness Rubric Rating
  - 20% from the Student Learning Objective (SLO)
  - 5% from the School-Wide Learning Measure

Four Categories

The following four categories will be used to determine the level of teacher and staff member overall effectiveness. Highly Effective represents the highest rating. Ineffective represents the lowest rating. Performance Pay, based on the bargained compensation model, will only be distributed to those earning the ranking of Highly Effective or Effective.

- Highly Effective
- Effective
- Improvement Needed or Necessary
- Ineffective

See Appendix B for specific Effectiveness Level Definitions of each rating category.

Feedback & PD

Teachers and staff will be provided timely and State mandated feedback. In addition, professional development will be tied to the constructive and comprehensive feedback. The following outline critical points regarding feedback and PD.

o Formal and Informal Observations will be a source of feedback for teachers throughout the school year.
  ➢ Formal Observations
    • Amount: minimum of 1 formal observations
    • Length: minimum of 40 minutes (1 per year)
    • The exact number and duration beyond the minimum is based upon observed level of teacher effectiveness and/or summative rankings.
    • All formal observations are unannounced.
    • Administration will use the discussed evaluation tool. Written feedback will be presented within 10 days
    • Identified strengths and weaknesses will be discussed and a plan to assist peers in the area of strengths and /or plan to improve areas of concern will be addressed.
    • Post-conf. (mandatory); administration will provide appropriate feedback.
    • If areas of concerns warrant an IP, the administrator will start this formal process.
    • Ongoing resources in the areas defined in each TER domain and indicator will be shared throughout the year.

  ➢ Informal Observations
    • Amount: minimum of 2 short observations
    • Length: minimum of at least 10 minutes (at least one occurring each semester).
    • The exact number and duration beyond the minimum is based upon observed level of teacher effectiveness and/or summative rankings.
    • All short observations shall be unannounced.
    • All short observations will use a discussed tool.
    • Written feedback will be provided within 4 days.

- Identified strengths and weaknesses will be discussed and a plan to assist peers in the area of strengths and /or plan to improve areas of concern will be addressed.
- If areas of concerns warrant an IP, the administrator will start this formal process.
- Ongoing resources in the areas defined in each TER domain and indicator will be shared throughout the year.
- Pre-conf. (optional)
- Post-conf. (optional)

There are no maximum limits on the number of conferences and/or written evaluations except that at least one of the three required observations shall take place in each semester. Additional observations, conferences and/or written evaluations may occur at any time when deemed necessary by the administration or at the request of the teacher.

A copy of the summative completed evaluation form and any other documentation related to the evaluation, must be provided to the certified staff no later than seven (7) days after the end-of-year conference is conducted. The end of the year conference timeline is dependent upon the IDOE's ability to provide YCS with pertinent annual data. The primary evaluator shall discuss the evaluation with the certified staff member.

o If a certified staff receives a rating of ineffective or improvement necessary, the primary evaluator and the certified staff member shall develop an improvement plan/ remediation plan. The improvement plan guidelines are as follows:

➢ YCS will use a IP/RP template.
➢ IP/RP will be developed by identifying strategies to link specific evaluation results to targeted PD.
➢ Plan will not be more than ninety (90) school days in length
➢ An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected will be discussed.
➢ The plan will incorporate job-embedded professional learning opportunities.
➢ Feedback is a vital piece, as this will be ongoing from both parties from the development to completion.
➢ Other trained co-evaluators/observers may be utilized for feedback.
➢ Resources will be shared, utilized, and monitored that provide actionable development steps for the teacher.

> - The remediation plan will require the use of the certified staff's license renewal credits (PGP) in professional development activities intended to help the certified staff achieve an effective rating on the next performance evaluation.
> - If the principal did not conduct the performance evaluation, the principal may still direct the use of the certified staff member's license renewal credit.
> - Teachers' lack of participation will be considered insubordination and administrative action will be taken.

- o Yorktown Community School administration will make every effort for a student to <u>not</u> be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated ineffective. If this situation cannot be avoided, parents will be notified according to State statute and a method of such communication will be discussed with the Association and individually impacted teacher and/or administrator. In addition, teachers impacted will be afforded the option to resign or retire before the letter is sent. The clear, honest, and informative communication sent to parents via written notifications will be distributed in a timely manner so that parents are empowered to make appropriate decisions regarding their child. In addition, administration will make all efforts to meet with parents upon request regarding such issues. Such efforts to avoid two years of ineffective teacher student placement will also be reflective of those rated improvement necessary.

- o Yorktown is committed to taking the time to differentiate the opportunities for all teachers and staff members to enhance their professional skills to better serve our students. The use of evaluation information in order to create rewarding professional development opportunities for our staff, tied directly to their needs identified within the evaluation process, will be vital to our students learning outcomes. Summative and formative data collected throughout this process will drive PD, help collect staffing recruitment questions, and gather data for the purpose of instructional material selection or discontinuation. In addition, Professional Growth Points (PGP) will be better scripted and that of higher quality. Furthermore, Yorktown CS has and continues to be committed with working collectively with other districts in PD efforts in order to share costs and other resources.

- o In addition to discussing the evaluation process throughout the school year, teachers will be given the opportunity through the discussion process to offer input into any

possible revisions and/or additions they deem necessary in order to improve upon the Evaluation Handbook and the evaluation process. A discussions session in late spring will be committed to doing such. However, ideas can be discussed throughout the year if teachers or administration feel it necessary.

o   A teacher who receives a summative evaluation rating of ineffective may file a request for a private conference with the superintendent no later than five (5) days after receiving notice of such rating. The teacher is entitled to a private conference with the superintendent or designee.

o   If a principal provides a teacher of a written preliminary decision to either non-continue or cancel the teacher's contract, the teacher has five (5) days to request a conference with the superintendent.

o   Before August 1 of each year or when data is available from IDOE if not by August 1, YCS shall provide the results of the staff performance evaluations, including the number of certified staff placed in each performance category and teachers' college preparatory programs, to the IDOE. The results will not include names or any other personally identifiable information regarding the certified staff member.

o   Professional categories will now be a function of performance, as determined by teacher's summative evaluation rather than length of service. The following are Indiana's three (3) teacher professional categories:

   ➢ Probationary
   ➢ Professional
   ➢ Established

The following will provide guidance regarding dismissal and categorical movement. YCS will continue to follow Indiana teacher dismissal procedures set forth in Indiana Code.

	Probationary-All teachers hired after July 1, 2012	Professional	Established-All teachers hired on or prior to July 1, 2012
Highly Effective	When rated highly effective or effective for three of five years, teacher will move to professional.	Remains at the professional level.	Remains at the established level.
Effective	When rated highly effective or effective for three of five years, teacher will move to professional	Remains at the professional level	Remains at the established level
Needs Improvement	Two consecutive needs improvement	Remains at the professional level.	Remains at the established level. Any

		may lead to dismissal	Any combination of three improvement necessary or two ineffective ratings within five years may lead to dismissal for incompetence.	combination of three improvement necessary or ineffective ratings within five years may lead to dismissal for incompetence.
Ineffective		May be dismissed.	Moved back to probationary after one ineffective rating.	Remains at the established level. Any combination of three improvements necessary or ineffective ratings within five years may lead to dismissal. (Two consecutive ineffective ratings may also lead to dismissal.

Two Primary Components of Evaluations

The two components, Professional Practices and Student Learning, are scored and factored into a summative rating. This summative rating calculation is based on four (4) principles. These principles include:

- Teachers should be treated as similarly as possible;
- Classes that are not covered by growth model data should not be excluded or drastically underrepresented in the final weighting;
- A teacher's mix of growth model and non-growth model classes should be reflected in the calculation; and
- Data in which we have most confidence is given the most weight.

Primary Components

1. **Professional Practices**

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

Domain 1: Planning

1.1   Utilize Assessment Data to Plan

1.2   Set Ambitious and Measurable Achievement Goals

1.3   Develop Standards-Based Unit Plans and Assessments

1.4   Create Objective-Driven Lesson Plans and Assessments

1.5   Track Student Data and Analyze Progress

1.6   Create Lessons that Utilize Technology to Enhance and Extend Instruction

Domain 2: Instruction

2.1	Develop Student Understanding and Mastery of Lesson Objectives
2.2	Demonstrate and Clearly Communicate Content Knowledge to Students
2.3	Engage Students in Academic Content
2.4	Check for Understanding
2.5	Modify Instruction as Needed
2.6	Develop Higher Level of Understanding through Rigorous Instruction and Work
2.7	Maximize Instructional Time
2.8	Create Classroom Culture of Respect and Collaboration
2.9	Set High Expectations for Academic Success
2.10	Demonstrate Effective and Regular Use of Instructional Technology

Domain 3: Leadership

3.1	Contribute to School Culture
3.2	Collaborate with Peers
3.3	Seek Professional Skills and Knowledge
3.4	Advocate for Student Success
3.5	Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiables:

The Core Professionalism domain has four criteria:
- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

2. **Student Learning**
   This is a measure of student academic progress. Four (4) measures are used in order to assess this area. Those areas are as follows:
   - Individual Grow Model (IGM),
   - School-Wide Learning (SWL),
   - Student Learning Objectives (SLO),
   - District-Wide Learning (DWL)

Professional Practices Overview (TER)

The Yorktown's Teacher Effectiveness Rubric (TER), Yorktown Pride 2.0, will be utilized to score each certified teacher within the school corporation. This rubric is aligned with the research on what drives student achievement and ultimately seeks to shine a spotlight on great teaching, provide clear expectations for teachers, and support a fair/transparent evaluation of effectiveness. The following outlines the breakdown of the TER.

Four (4) Domains

The professional practices identified within the TER are divided into four (4) domains. The four (4) domains are as follows with domain 4, referred to as Core Professionalism, which reflects the non-negotiables

- Domain 1 – Planning
- Domain 2 – Instruction
- Domain 3 – Leadership
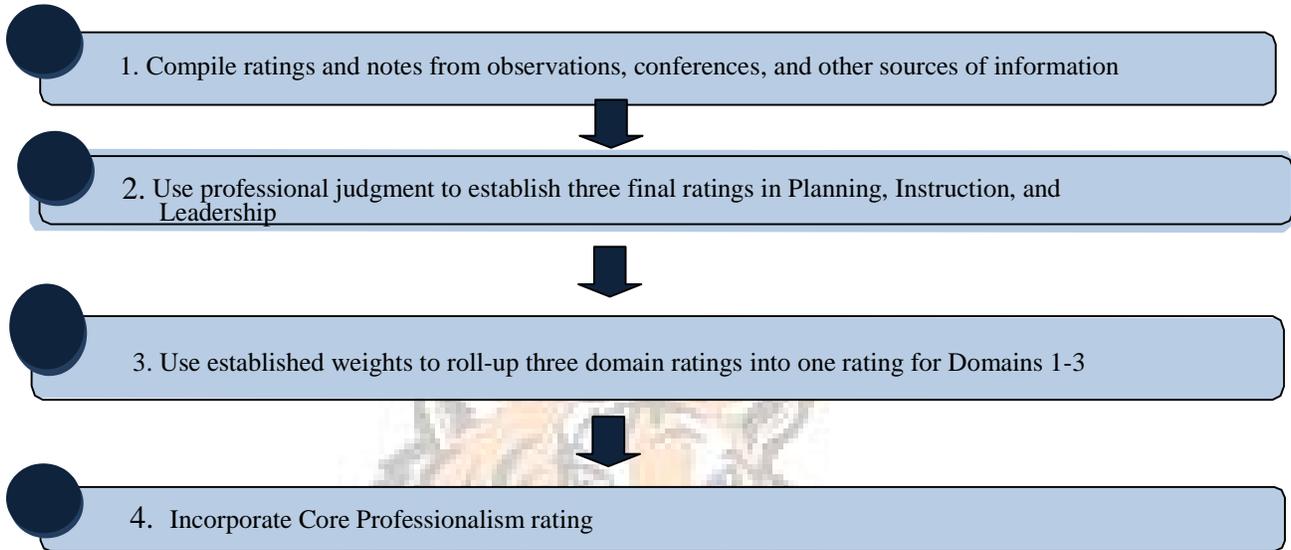- Domain 4 – Core Professionalism – Non-Negotiables

Overall Ratings for Each Domain
Each of these domains will be scored based on evidence collected within the evaluation process as either:
- Highly Effective (4)
- Effective (3)
- Improvement Necessary (2)
- Ineffective (1)

Four (4) represents the highest score possible; one (1) represents the lowest score possible.

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. The final teacher effectiveness rating will be calculated by the evaluator in a four step process:

1. Compile ratings and notes from observations, conferences, and other sources of information

2. Use professional judgment to establish three final ratings in Planning, Instruction, and Leadership

3. Use established weights to roll-up three domain ratings into one rating for Domains 1-3

4. Incorporate Core Professionalism rating

Each step is described in detail below.

Compile ratings and notes from observations, conferences, and other sources of information.
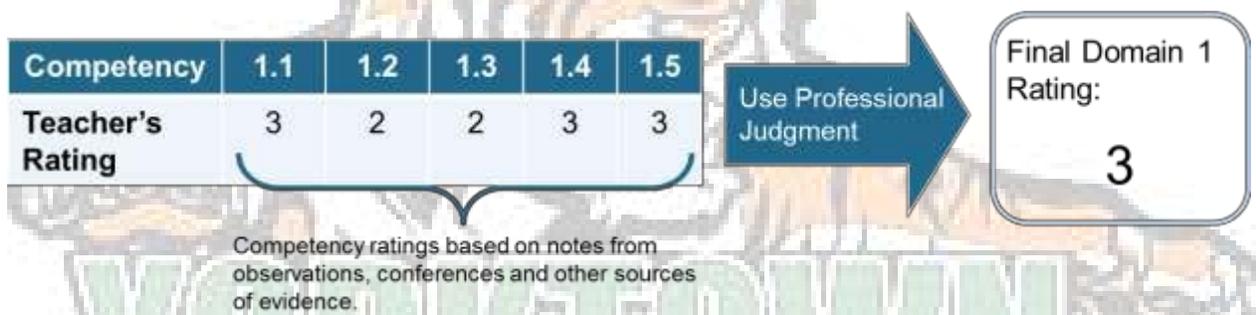
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.

Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of-year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain

Example of competency ratings for domain 1 and the final domain rating.

Competency	1.1	1.2	1.3	1.4	1.5
Teacher's Rating	3	2	2	3	3

Competency ratings based on notes from observations, conferences and other sources of evidence.

Use Professional Judgment

Final Domain 1 Rating: 3

At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1: Planning	D2: Instruction	D3: Leadership
Final Ratings	3 (E)	2 (IN)	3 (E)

Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

Use established weights to roll-up three domain ratings into one rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	Rating (1-4)	Weight	Weighted
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
	Final Score		**2.25**

The calculation here is as follows:

1) Rating x Weight = Weighted Rating

2) Sum of Weighted Ratings = Final Score

Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Teacher Effectiveness Rubric Score (2.25-1) = 1.25

Scoring Requirement: 1 is the lowest score a teacher can receive in the RISE system. If, after deducting a point from the final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

The final Teacher Effectiveness Rubric score student learning measures in order to calculate a final rating.
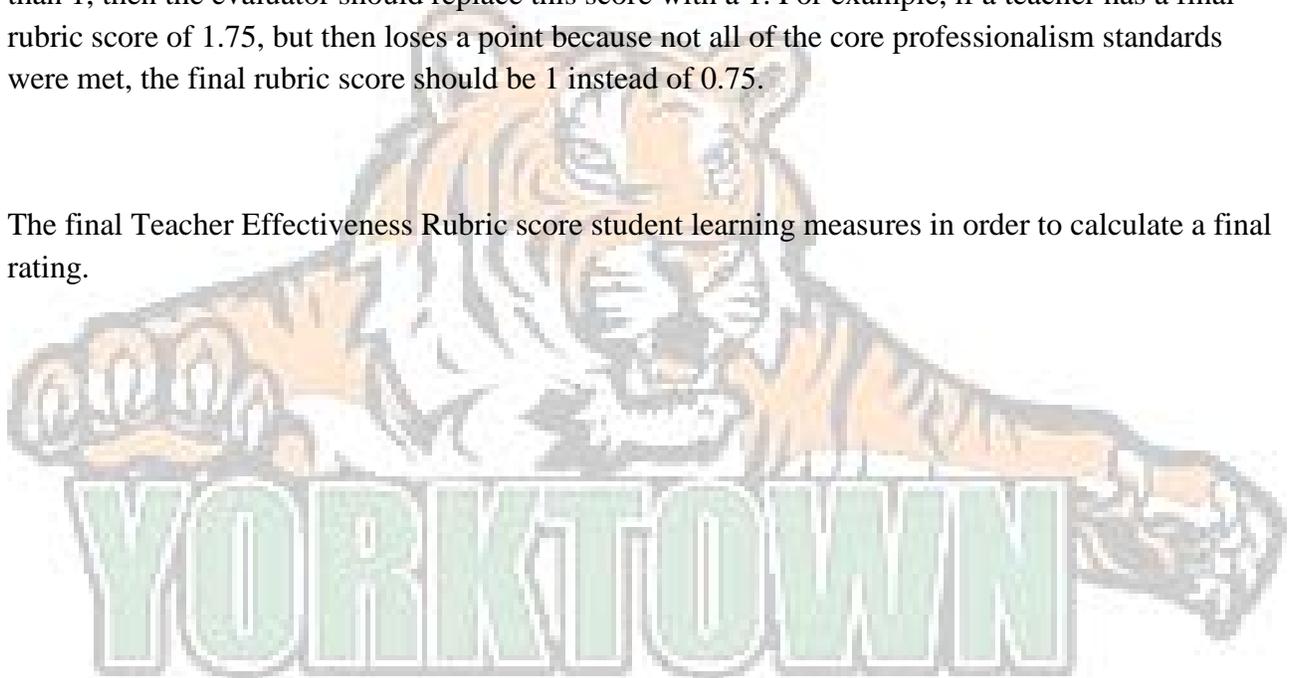
Student Learning Overview

Student learning is a teacher's contribution to academic progress over the course of the school year. In order to measure Student learning in 2018-2019, YCS will follow the guidelines aligned with IDOE's original RISE. Student learning will be based on multiple measures. Those measures include the following:

- Individual Growth Model (IGM),
- School-wide Learning (SWL),
- Student Learning Objectives (SLO)
- District-Wide Learning (DWL)

Indiana Growth Model Data-
The Indiana Growth model is a statistical way to determine student growth and performance using ISTEP+ scores. Every teacher who has a class with IGM data will get one score (1-4), as assigned by IDOE, based on his/her data across classes.

School-Wide Learning Measure-
School-wide learning invests all individuals in the success of a building's students. The measure will count equally for all teachers within a specific building. It is aligned to Indiana's A-F accountability policy. When calculating rating for School-wide Learning Measure, we will utilize the DOE approved formula.

District-Wide Learning Measure-
District-wide learning invests all individuals in the success of a district's students. The measure will count equally for all teachers within the district. It is aligned to Indiana's A-F accountability policy. When calculating rating for District-wide Learning Measure, we will utilize the DOE approved formula.

Student Learning Objectives

Student learning objectives, SLO, are targets of student growth and achievement set at the start of the school year that teachers and students work towards throughout the year

Student Learning Objectives (SLO

A teacher's primary professional responsibility is to ensure that students learn. Therefore, measures of student learning will play a predominant role in teacher evaluations. Teachers should be able to demonstrate students are making measurable progress against ambitious learning

standards. To ensure accurate measurement of student learning, it is vital we seek to use multiple measures for student learning component. To meaningfully assess the performance of a teacher, one must examine the growth and achievement of their students. Achievement and growth will be defined as:

> *Achievement* is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or bar that is the same for all students, regardless of where they begin.

> *Growth* is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based upon baseline performance.

A student learning objective is a *long-term* academic goal that the teachers and evaluators set for a minimum of one whole class objective per teacher. It must be:

- Specific and measurable
- Based on available prior student learning data
- Aligned to state standards when available
- Based on growth and achievement whenever possible

The process of setting student learning objectives requires teachers to create standards-aligned goals and to use assessments to measure student progress. The student learning objectives process has five steps per the IDOE:

- Choose quality assessments
- Determine students level of preparedness
- Set the rigorous student learning objectives
- Track progress and refine instruction
- Analyze progress and final results

There is one student learning objectives required. It is a mastery goal based on students' starting point (baseline data) for a class of students covering all of the Indiana content standards for the course.

- *Student Learning Objective*

The student learning objective is both an achievement- and growth-based goal. Student learning objectives are essentially achievement goals which also take into consideration the students' starting points (baseline data) in order to set a learning objective for the students that is both ambitious and feasible.

When establishing learning objectives, the following will be utilized in selection of appropriate test:

- o State assessments
- o IEP Data
- o Common corporation assessments
- o Common school assessments
- o Classroom assessments

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Class Objective	Based on students' starting points, the teacher moved an exceptional number of students to achieve content mastery.	Based on students' starting points, the teacher moved a significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved a less than significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved few students to achieve content mastery.

Timeline for Student Learning Objectives

Start of the Year and/or Semester of Choice	1. Choose Quality Assessments
	  • If assessment needs to pass evaluator approval then teacher needs to complete the Pre-Approval Assessment Form.
	  • Establish scores or performance-levels that differentiate levels of mastery on assessment.
	  • Meet with primary evaluator for approval of assessment or possible revisions.
	  • Primary Evaluator must approve assessment if it is not on the Pre-Approved list.
	2. Determine Student Starting Points
	  a. Use pre-readiness assessment/past performance indicators/etc. to gauge student readiness levels.
	  b. Meet and discuss student readiness levels with primary evaluator.

	c. Primary evaluator will give approval or assist in revision process if needed.
	d. Primary Evaluator must approve student starting points.
	3. Set the Student Learning Objectives
	    a. Set the One Whole Class Student Learning Objective which must have an achievement and growth goal.
	    b. Administrative approval on SLO is necessary.

Mid-SLO Time Period	1. Have a mid-year conference with primary evaluator on progress and instruction refinement.
Throughout the Year	1. Continuously track progress and refine instruction to assure you are meeting the learning needs of students.
End of the Year and/or Semester	**1.** Give all necessary evidence demonstrating results of the SLO **2.** Meet with primary evaluator to discuss results and receive final student learning objectives.
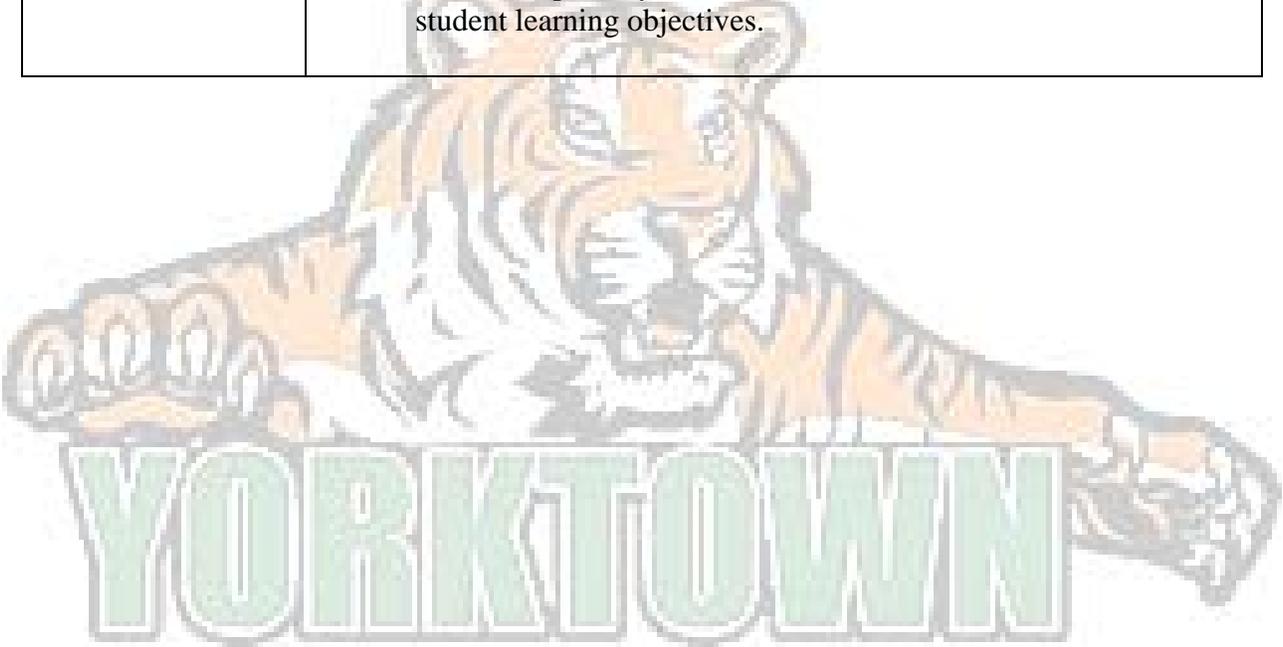
Teacher Appreciation Grant Policy

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15th of each year.

Definitions:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

A. employed in the classroom (including providing instruction in a virtual classroom setting);

B. rated as Effective or Highly Effective on their most recent performance evaluation; and

C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and

B. A cash stipend in an amount that is 25% more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

Code of Ethical Practices and Procedures
The purpose of this section is to give a code of procedures and activities that are appropriate and expected parts of a testing/assessment program. The topics include test security, pre-test activities, testing conditions, and post-test activities. This code will be applicable to all systemic assessment programs.

Test Security
It is essential that all test/assessment materials remain secure. All administrators, teachers, support staff, students and parents are responsible for test security.

Corporation Test Coordinator's direct the management of the testing programs, and have a responsibility to do the following:
1. Inventory and track testing materials
2. Securely store tests before distribution to test sites and, after their return, control distribution to and from test sites.
3. Control the storage, distribution, administration, and collection of tests.
4. Ensure that no tests are copied

School personnel at the building level have a responsibility to do the following:
1. Code the tests prior to testing
2. Inventory and track materials
3. Securely store tests before and after testing
4. Control distribution within the building
5. Ensure that no tests are photocopied without authorization
6. Ensure that students do not copy any materials
7. Ensure that students use only those reference materials allowed by the testing procedures
8. Ensure that students do not receive copies of the test ahead of time
9. Ensure that students do not learn of specific test items prior to the test
10. Ensure that students do not exchange information during testing except when the procedures so specify
11. Ensure that answer documents are not altered after testing

Test security is the responsibility of the entire school community. Breaches of test security are first addressed by the building principal. Unresolved issues are subsequently referred to the school corporation superintendent.

Pre-test Activities
The most significant consideration in pre-test activities, apart from security issues, relates to how valid the assessment scores will be as estimates of student achievement in the domains being assessed. The test should measure a reasonable sample of what the curriculum specifies the student should be taught and should be able to do.

1. **Test Curriculum Match** – The assessments should have a reasonably close relationship to what is being taught to students, that is, a good test-curriculum match should be clear. This means that those who develop or select the assessments should ensure that the assessments represent a reasonable sample of the current/approved academic standards

   Meeting this standard of a test-curriculum match is above all the responsibility of the administrators or other authorities sponsoring the assessment.

   The sponsors should do what they can to ensure consistency between the assessment schedule and the schedule of the instructional programs as planned and implemented by the curriculum planners, the district and building administrators, and the teachers.

   Failure to match assessments and curriculum will lead to results that are subject to misinterpretation, and that will be a negative consequence for students, teachers, and the instructional program.

2. **Classroom Instruction and the Test** – Students should be given instruction, experience, and practice with the approved academic standard.

3. **Practicing Test-Taking Skills** – Teachers should give students practice with various item formats of assessments they will be taking, but only enough practice to ensure that the assessment will measure only the students' knowledge and understanding, and not their test-taking skills. One or two brief sessions of practice with items or tasks similar to those likely to appear on the test would be appropriate.

   However, spending any substantial time on such practice is counterproductive and should be avoided. School personnel should not buy, develop, or promote the use of any extensive test practice materials that closely parallel assessment items or tasks.

4. **Reasonable Notice to Those Taking the Test** – Reasonable notice of upcoming assessments should be provided to all concerned, including teachers, students, and parents. However, using this notice to get probable low-scoring students not to participate in assessments, thereby raising aggregate score can be considered unethical behavior.

5. **Preparing for the Test** – The test coordinator and responsible building personnel should make appropriate arrangements including provision for adequate facilities, materials, and training of test administrators and proctors. Test administrators must study the appropriate manuals and guidelines prior to administering the test. Any needed/required modifications of testing conditions must be planned for in advance.

Testing Conditions
1. **Testing Procedures** – Test administrators must follow the procedures in the manual or guidelines listed above, including procedures referring to testing conditions, timing, and instructions.

Failure to follow the specified procedures will invalidate the results and will count as a negative provision in the final student results. Students with special needs might require variations in the testing conditions.

Test administrators must make a record of any students for whom testing conditions are modified. Strategies for specific students may be used as long as they are: 1) used by the student on a regular basis; and 2) formally documented in the student's educational record. This written record must be turned in to the building principal.

2. **Testing in the Classroom –** All schools personnel involved in administering the test must assume responsibility for the quality of the testing conditions.

3. **Testing Materials –** Test administrators must provide all the necessary materials for all students as required. This condition must be met before students begin the test

4. **Directions –** Test administrators must ensure that all students understand what is expected of them on the test. Examiners and proctors must not answer questions about specific test items, but they may repeat initial instructions about item format, scoring rules, and timing.

5. **Monitoring –** Test administrators must monitor the testing session to ensure that all students have the opportunity to succeed; it is not acceptable for test administrators to leave the room, to read, or to ignore what is happening. Test administrators and proctors must ensure that all students:
    a. Follow instructions
    b. Respond in the appropriate places in answer documents
    c. Do not exchange answers
    d. Do not interfere with or distract others
    e. Use only permitted materials and devices

Post-test Activities
1. **Collecting Test Materials and Completing Reports** – When testing has concluded, test administrators will collect and check all materials and follow test security procedures.

Test administrators will account for all materials and deliver them to the test coordinator.

Test administrators will turn in a written report of all incidents and events that might invalidate any scores, including disruptions, illness, and possible cheating.

The test coordinator will account for all materials from all test sites. **Scores and modifications** will be recorded and interpreted in context using all relevant data turned in to the building principal as soon as possible.

Test Preparation: How to Assist Students Properly

Any activity in the school or classroom, inadvertent or deliberate, that creates an excessive focus on the specific test content of the statewide test or locally developed assessment or rubric, for the purpose of artificially raising test scores, is inappropriate.

It is considered APPROPRIATE to:
1. Review with all students all standards and concepts taught in previous years.
2. Review assessment objectives as part of the general review of critical curricula
3. Have students complete a Practice Test that may be included with regular test materials

It is considered INAPPROPRIATE to:
1. Teach test content that has not been previously covered during the time period immediately preceding the assessment/test
2. Review standards and concepts with only those students to be tested
3. Review only the Academic Standards tested by the assessment
4. Review only those objectives on which students performed poorly on previous examinations
5. Call students' attention to the fact that a similar question will be on the approaching test
6. Use current, past, or parallel items as test preparation materials
7. Make minor alterations in test items
8. Develop and use elaborate review materials
9. Set aside blocks of time to teach only the content and skill proficiencies measured on the assessment
10. Coach students by indicating in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.
11. Answer students' factual questions regarding test items or vocabulary
12. Read any part of the test to students (except as documented as an acceptable IEP, 504 Plan, LEP Individual Learning Plan accommodation).
13. Alter students' answer – other than to check and erase stray marks, or to darken answer bubbles after testing

Display of Reference Materials
1. All posted materials such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed/tested.
2. All reference materials that a reasonable person might conclude offers students in the classroom or space an unfair advantage over other students.
3. All support materials.
4. Questions about the appropriateness of reference materials on display should be directed to the building principal.

Violation of Test Security to:
1. Give examinees access to test questions prior to testing
2. Copy, reproduce, or use in any manner any portion of any secure test, for any reason

3. Share an actual test instrument in a public forum
4. Deviate from the prescribed administration procedures in order to boost student performance
5. Make answer keys available to examinees
6. Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section
7. After testing is completed, return to the secure storage site with accurate inventory

Corporation Test Security Guidelines
School responsibilities include, but are not limited to, the following:
1. Communicating to all appropriate staff at least once annually the Corporation Test Security Guidelines
2. Clearly defining and communicating at least once annually for all appropriate staff how standards and procedures will be monitored
3. Establishing a testing schedule that ensures all assessments at a grade level or same course in any school will be administered to students at the same time
4. Establishing a process that ensures all student tests are secure when they are not being administered
5. Establishing procedures for reviewing practices and materials used in the school or corporation to prepare students for assessments
6. Providing a process that allow teachers, administrators, students, parents, and other community members to voice their concerns about practices they consider inappropriate
7. Establishing procedures for investigating any complaint, allegation, or concern about inappropriate testing practices, and insuring protection of both the rights of individuals and of the integrity of the assessment

The corporation will investigate any complaint of inappropriate testing practices or testing irregularities. The investigations will include, but not limited to, the following:
1. A formal process by which all complaints are documented and can be tracked to their resolution
2. An initial inquiry to determine whether there is credible evidence that such an event has occurred must be conducted within one school day of receipt of a verified complaint, allegation, or concern about inappropriate testing practices, or a report of testing irregularity
3. A final report must clearly indicate any recommendations or findings that would impact the reliability or validity of student scores and specifically detail actions that the corporation recommends to take for corrective action.

Consequences of a Violation
To protect the integrity of the testing procedures and the high stakes for teacher evaluation, if any school personnel knowingly or carelessly commits or permits a violation of test security, may be subjected to a consequence(s) based on the violation.

Rigor, Validity, Reliability, and Administration of Assessments and Security
Rigor, validity and reliability of locally developed assessments are a process that continually evaluates the assessment and strengthens the measures or eliminates those that continue to be weak evidence of rigor, validity and reliability.

The Validation Process for locally developed assessments is listed below:

1. Determine the factors that need to be measured and for what purpose
2. What evidence is needed to measure teachers' contributions to student achievement and growth?
3. Identify measures and instruments that can be used to collect evidence.
4. The student results from using measures must be analyzed to determine how the measures performed in practice.
5. Validity can be improved over time by identifying which measures are or are not working to provide evidence to better make decisions about teacher performance.

Other Considerations:

1. Locally developed assessments will occur as close as possible to the beginning and end of the course so that the maximum growth toward subject/grade standards can be measured.
2. The measures used to illustrate students' growth are the same across classrooms within the district.
3. The measures for non-tested subjects and grades must be as rigorous as those in the tested subjects.
4. Each non-tested subject will have a pre-test based on the students' level of readiness for the skills necessary to be successful in the course or grade. Students will be placed at a readiness level and their level will be projected out to an expected progress range to determine growth. A post-test will provide a student score at the end of the course to compare to their expected progress range. This will determine the amount of growth per student and per classroom.
5. The quality of the scoring matrix will determine whether the locally developed assessments are rigorous, measurable, valid and reliable.

Maintenance of Rigor, Validity, Reliability and Security
Members of administration (as appointed by superintendent) and department/grade level teachers will meet to review the results of locally developed assessments to analyze the results. This is to

make sure there is continued alignment with the standards, the validation process continues and how the measure performed in practice. Any recommendations, adjustments, or changes will need to be approved by the superintendent (or individual appointed by superintendent) and building principal of the specific school. The following process of Evaluating and Approving Quality Assessments will be conducted by each department for each locally developed assessment/end of course assessment.

Evaluating and Approving Quality Assessments
Prior to the use of a locally developed assessment/end of course assessment for teacher evaluation, the assessment must be evaluated and approved for quality. Any assessment created at the school or teacher level that will be administered to students and used as a part of a teacher's evaluation must meet the following process.

Pre-Approval – A groups of teachers (appropriate department or grade level) must complete a Pre-Approval Assessment Form that asks teachers to:

1. Identify which Indiana/Common Core standards align with questions/tasks on the assessment and complete the Standards Alignment Check Chart; use an Assessment Rigor Analysis Chart to give examples of assessment questions/tasks that fall under various Depths of Knowledge levels; and review the format of the assessment questions.
2. Describe the assessment's scoring matrix or rubric if different that outlined in the evaluation program for locally developed assessments.

Approval – Once teachers pre-approve their assessments, building administrators complete an Assessment Approval Checklist that requires them to document sufficient evidence of an assessment's alignment and stretch, rigor and complexity, and format. The administrator either approves the assessment, or provides feedback on revisions that must be made. When approving assessments, administrators should work with the appropriate department or grade level whenever there is a question or need for clarification.

Assessment Approval – Locally developed assessments need only be approved *once* unless there recommended changes or additions, etc. Although it is best practice to review annually on common assessments and make revisions when necessary, assessments do not need to be reapproved unless significant changes to the assessment our course standards were made.

**The following forms must be turned in to the building principal for his/her approval before any locally developed assessment can be administered and used for teacher evaluation measurement of effectiveness.
   a. Pre-Approved for Locally Developed Assessment Form
   b. Standards Alignment and Coverage Check Form
   c. Locally Developed Assessment Rigor Analysis – Depth of Knowledge Form

Appendix B

Effectiveness Level Definitions

Individual ratings for all components of the evaluation will be combined and converted to produce a final rating based on the following four point scale. Any staff performance evaluation shall include the following performance level descriptors and definitions for category designation under the plan. A school corporation may supplement, but not replace, definitions of the performance level descriptors to appropriately reflect the selected or developed evaluation system.

1. **Highly Effective**. A highly effective teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have exceeded expectations for academic growth and achievement based on guidelines suggested by the IDOE.

2. **Effective**. An effective teacher consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be high correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE.

3. **Improvement Necessary**. A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE.

4. **Ineffective**. An ineffective teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the IDOE.

Glossary

For purposes of this evaluation process, the following terms are defined below:

1. **21st Century Education**—an education that enables students to navigate the complex life and work environment in the globally competitive age.

2. **Action Plan**—a plan developed by a principal/supervisor with input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher's performance.

3. **Artifact**—a product resulting from a teacher's work. Artifacts are natural by-products of a teacher's work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the principal/evaluator and teacher disagree on the final rating. Teachers may use them as exemplars of their work. Examples of artifacts include these:

> a. **Lesson Plans**—teacher's daily plans that demonstrate integration of 21st century skills and coverage of the districts approved curriculum.

> b. **Professional Development**—staff development, based on research, data, practice, and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.

> c. **Student Dropout Data**—data about grade 9–12 students who drop out of high school.

> d. **School Improvement Plan**—a plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. Teachers should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.

> e. **School Improvement Team**—a team composed of the principal and representatives of administration, instructional personnel, instructional support personnel, teacher assistants, and parents of children enrolled in the school. The team's purpose is to develop a school improvement plan to strengthen student performance.

4. **Probationary Teacher –** Any new teacher hired after July 1, 2012 or a teacher in the professional category who is moved back to probationary after one ineffective rating by the principal/evaluator.

5**. Established Teacher-**All current teachers as of July 1, 2012.

6. Professional Teacher-When a probationary teacher is rated highly effective or effective for three of five years, teacher will move to professional.

7. **Data**—factual information used as the basis for reasoning, discussion, or planning.

8. **Primary Evaluator**—the person responsible for overseeing and completing Teacher Evaluation System. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

9. **Evidence**—documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

10. **Formal Evaluation Process**—the process of evaluating a teacher using the following essential components:

a. **Training**—state-approved and sponsored training on the RISE Teacher Evaluation Rubric and White River Valley's Teacher Evaluation System is required of all teachers and those individuals responsible for teacher evaluations.

b. **Orientation**—it is recommended that the principal will provide the teacher with a copy of or directions for obtaining access to the following: a) Teacher Evaluation Rubric, b) state and local policies governing teacher evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, principals may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff is added throughout the year.

c. **Teacher Self-Assessment**—using the Pride 2.0 Teacher Evaluation Rubric, the teacher shall rate his or her own performance at the midpoint of the year or other times as directed by primary evaluator and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.

d. **Pre-Observation Conference**—before the first formal observation, the principal shall meet with the teacher to discuss the questions on the Pre-Observation Conference form, the teacher's most recent Professional Development Plan, and the lesson(s) to be observed. The teacher will provide the principal with a completed Pre-Observation Report/Form. The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

e. **Observations:**
 1. Formal Observation—a formal observation shall last at least 40 minutes or an entire class period. Each teacher will have at least 1 formal observation per semester. The first formal observation will be announced while the second observation will be unannounced.

 2. Short Observation—an informal observation may take place as an evaluator visits classrooms, helps a student, or "drops in" on the teacher's classroom for a minimum of 10 minutes in one sitting. A minimum of 3 will be conducted throughout the year with at least one short observation per semester. All short observations will be unannounced.

f. **Post-Observation Conference**— during the post-observation conference, the principal and teacher shall discuss and document on the Teacher Evaluation Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

g. **Summative Evaluation Conference and Teacher Summary Evaluation Rating Form**—the conference between the principal and teacher to discuss the teacher's self-assessment, the teacher's most recent Professional Development Plan, the components of Yorktown Pride 2.0 Teacher Effectiveness Rubric, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance. At the conclusion of the process, the principal shall complete the Teacher Effectiveness Rubric within 5 school days.

h. **Professional Development Plans**— every teacher will use a Professional Development Plan to identify goals and strategies to improve performance. The Professional Development Plan may be a(n):
 1. **Individual Professional Development Plan**—developed by a teacher and should be discussed with the principal.

 2**. Directed Professional Development Plan**—placed on the plan by the principal, developed and monitored by the principal.

12. **Peer Mentor**—a teacher who serves as a mentor for the teacher being evaluated and who provides performance feedback based on the Teacher Evaluation Rubric.

13. **Professional Learning Community**—a school culture in which teachers work collectively and collaboratively to examine instructional practice, improve their effectiveness, and increase student achievement.

14. **Self-assessment**—personal reflection about one's professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.

15**. Teacher**—a person who holds a valid teaching certificate and is employed to instruct, direct, or supervise the instructional program.