



Indiana Agriculture & Technology School

Teacher Evaluation and Development Plan

2022-2023

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Overview

The purpose of this handbook is to outline and explain the Indiana Agriculture & Technology School (IATS) Teacher Evaluation and Development Plan. The model is a modification of the IDOE's RISE Teacher Evaluation model.

The Teacher Effectiveness Rubric was developed for four key purposes:

- ✓ **To shine the spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness and ensure differentiated distribution of great teachers across the district.
- ✓ **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to achieve gains in student achievement.
- ✓ **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along with discrete ratings, in addition to growth data.
- ✓ **To help teachers improve:** The rubric and walk-through will offer effective feedback for collaborative discussion between administrator and teacher.

The following handbook represents a collaborative effort that ensures the IATS Teacher Evaluation and Development plan is in compliance with state law.

This plan will be discussed through a means mutually agreed upon by the administration and it will be reviewed by the board of directors prior to evaluations beginning every year.

Legislative Context

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5 - a new law relating to the evaluation of all certified teaching staff.
- The new law introduced six main requirements:
 - Every certified employee must receive an evaluation annually.
 - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective.
 - Rigorous measures of effectiveness, including observations and other performance indicators.
 - An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected.
 - A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective; and
 - Discussion of the evaluation between evaluator and the certificated employee.



- House Enrolled Act (HEA) 1002 from 2020 amends existing IC 20-28-11.5-4 by removing the requirement that student assessment results from statewide standardized assessments be used as part of a certified employee's annual evaluation performance plan.

Performance Level Ratings

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

- **Highly Effective:** A *highly effective teacher* consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Effective:** An *effective teacher* consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Improvement Necessary:** A teacher who is rated as improvement necessary requires
 - a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Ineffective:** An *ineffective teacher* consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.

Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on one major component:

Professional Practice – Assessment of instructional knowledge and skills that are highly correlated with positive student learning outcomes, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

Length of Service: Every teacher must work 120 paid days or more to receive a summative evaluation rating as outlined in the Teacher Evaluation and Development Plan. If a teacher works less than 120 paid days throughout the school year, the teacher will be observed and evaluated as time permits but will not receive a summative evaluation rating.



Timeline

August – October

- Teacher and evaluator meet for the Beginning-of-the Year Conference
- Review Teacher Goal (The Teacher Goal Setting Form can be found in Standard for Success)

August – December

- Evaluator makes classroom observations and provides feedback

November – February

- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion

January – May

- Evaluator continues to make classroom observations and provide feedback

May – June

- Evaluator completes observations and scores Teacher Effectiveness Rubric
- Evaluator completes Summative Evaluation
- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference



Evaluation Steps

Step 1 – Beginning-of-Year Conference – All certified employees will be evaluated annually. The teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to:

- review the evaluation process; and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric.

Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

Step 2 – Classroom Observations – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following table indicates minimum requirements for observations.

Observation	Type	Pre-Conference	Post-Conference
2	Unannounced	Optional	Yes, within 5 days

** The use of video is permissible in the observation process if mutually agreed upon by the primary evaluator and the teacher. Additionally, when video is going to be used in the observation process, it must be an announced observation and the primary evaluator must also remain in the classroom during the entire observation.

Step 3 – Mid-Year Conference (by teacher's request or evaluator's discretion)

This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. This conference is also mandatory for any teacher new to IATS with less than 2 total years of teaching experience.

Optional Forms Mid-Year Professional Practice Check-In Form

Step 4 – Teacher Effectiveness Rubric: Scoring (Appendix C)

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the



primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning and leadership. See Teacher Effectiveness Rubric Domains 1 and 3. Teachers may provide additional evidence for Domain 2 for areas that may not have been observed by the primary evaluator.

2. **The primary evaluator uses professional judgment to establish a final Teacher Effectiveness Rubric rating.** In the summative conference, the evaluator should discuss the rating with the teacher, using the information collected to support the final decision.

At this point, each evaluator should determine a rating that ranges from 1 (*Ineffective*) to 4 (*Highly Effective*) for each certificated employee.

**In an effort to reflect a teacher's improvement throughout the evaluation process, a primary evaluator may determine ratings in each domain within 0.5-point increments.

3. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standard*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. A pattern of not meeting the standards listed in Domain 4 is established after there has been a verbal warning recorded in SFS and a subsequent written warning is also recorded in SFS. Therefore, a pattern has been established on the 3rd incident. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction.

Scoring Requirement: 1 is the lowest score a teacher can receive. If, after deducting a point from the teacher's 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 the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

Step 5: Summative Teacher Evaluation Scoring – Review of Components – Each teacher's summative evaluation score will be based on the following components and measures:

Professional Practice – Assessment of instructional knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures to calculate a final rating.



Final Teacher Effectiveness Rubric Score, Domains 1-3 Score: _____

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1 - Planning		15 %	
Domain 2 - Instruction		75 %	
Domain 3 - Leadership		10 %	
Final Score for Domains 1-3			

Use the following formula to calculate by hand:

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score for Domains 1-3
3. The Core Professionalism domain (attendance, on-time arrival, policies and procedures, respect) is then incorporated with one of two rating levels: 1) meets standard 2) does not meet standard. If a teacher's core professionalism rating is *does not meet standard*, then there is a 1-point deduction from the final score in step 2.

Final Teacher Effectiveness Rubric Score _____

Negative impact on student learning shall be defined as follows:

- Negative impact on student growth shall be defined where data shows a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Data will include, but not be limited to, grades, classroom assessments, student performance, etc. This negative impact on student growth shall be determined by the primary evaluator.
- A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

Weighting of Measures – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measure: Teacher Effectiveness Rubric (TER).–All teacher evaluations will be comprised using the following percentage group:

I. 100% Teacher Effectiveness Rubric (TER)

The final score on the TER is then translated into a rating on the following scale.

Ineffective	Improvement Necessary	Effective	Highly Effective
1 Point	1.75 Points	2.5 Points	3.5 Points

Note: Borderline points always round up.



Step 6: End-of-Year Summative Evaluation Conference – The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven days of the end-of-year summative evaluation conference.

Teacher Remediation Plan – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form is an optional form that can be used.

The IATS Teacher Evaluation Process will be reviewed by teacher and administrative annually. All evaluation procedures will be discussed, and modifications may occur if deemed necessary to improve the IATS Teacher Evaluation Process.

All teachers rated as ineffective have the right to request a private conference with the superintendent.

Evaluator Training

All evaluators will be trained in one of two ways:

1. RISE evaluation training provided by the Central Indiana Education Service Center, the IDOE, or an IDOE approved provider.
2. Internship with the Principal or a trained RISE Evaluator for one semester.

Instruction Delivered by Teachers Rated Ineffective

A database of students who were taught by teachers rated as ineffective will be kept in our student management system. Principals will be responsible for scheduling students at each school. When possible, principals shall schedule students in a way that avoids students being assigned to an ineffective teacher two years in a row. When this is unavoidable, principals will be responsible for informing the parents via letter or phone call.

Process for Rating of Ineffective

Appeal – A teacher who received a rating of *ineffective* may file a request for a private conference with the principal not later than five (5) days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the principal.

IDOE Reports – Before August 1, 2013 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.



Observation Forms

Standard for Success



Pre-Observation Form -Teacher

Note: This form may be used in conjunction with a pre-conference but can also be exchanged without a pre-conference prior to the observation.

School: _____

Observer: _____

Teacher: _____

Grade/Subject: _____

Date and Period of Scheduled Observation: _____

In preparation for your formal observation, please answer the questions below and attach any requested material.

1. What learning objectives or standards will you target during this class?
2. How will you know if students are mastering/have mastered the objective?
3. Is there anything you would like me to know about this class in particular?
4. Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:



Post-Observation Form -Evaluator

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

School: _____

Observer: _____

Teacher: _____

Grade/Subject: _____

Date of Observation: _____

Domain 1: Analysis of Information (including strengths and weaknesses) in Planning:

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 3: Areas of Improvement Observed in the Classroom (identify specific competencies):

Domain 4: Analysis of Information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:

This section should be written by the teacher and evaluator during the post conference.



Post-Observation Form -Teacher

School: _____

Observer: _____

Teacher: _____

Grade/Subject: _____

Date of Observation: _____

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1. How do you think the lesson went? What went well and what did not go well?
2. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? How do you know? If not, why do you think it did not go as planned?
3. If you were to teach this lesson again, what would you do differently?
4. Did the results of this lesson influence or change your planning for future lessons?



Mid-Year Check-In Form

School: _____

Summative Evaluator: _____

Teacher: _____

Grade/Subject: _____

Date: _____

Note: Mid-year check-in conferences are optional for any teacher without a professional practice plan but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Extended Observations Prior to Mid-Year Check-in: _____

Number of Short Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning	Mid-Year Assessment of Domain 1
Mid-Year Rating (Circle One)	4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Ineffective N/A



Domain 2: Instruction	Mid-Year Assessment of Domain 2
Mid-Year Rating (Circle One)	4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Ineffective N/A

Domain 3: Planning	Mid-Year Assessment of Domain 3
Mid-Year Rating (Circle One)	4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Ineffective N/A



Domain 4: Professionalism	Mid-Year Assessment of Domain 4
Attendance	
On-Time Arrival	
Policies and Procedures	
Respect	
Mid-Year Rating (Circle One)	Meets Standards Does Not Meet Standards



Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Outcome
1.	
2.	
3.	

NAME	
SCHOOL	
Grade Level(s)	Grade Level(s)
Date Developed	Date Developed
Primary Evaluator Approval	Primary Evaluator Approval



Professional Growth Goal #1

Overall Goal	Action Steps and Data	Benchmarks and Data	Evidence of Achievement
Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Include detailed steps and the data you will use to determine whether each benchmark is met	Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.	How do you know that your goal has been met?
GOAL	Action Step 1	____/____/____	____/____/____
Data:	Data:	Data:	Data:



GOAL	Action Step 2	___/___/___	___/___/___
Data:	Data:	Data:	Data:



Professional Growth Goal #2

Overall Goal	Action Steps and Data	Benchmarks and Data	Evidence of Achievement
Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Include detailed steps and the data you will use to determine whether each benchmark is met	Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.	How do you know that your goal has been met?
GOAL	Action Step 1	____/____/____	____/____/____
Data:	Data:	Data:	Data:



GOAL	Action Step 2	___/___/___	___/___/___
Data:	Data:	Data:	Data:

