



Evaluation Plan Submission Coversheet

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department and requires the IDOE to publish the plans on its website. This cover sheet aims to provide a reference for teachers, administrators, parents, and other stakeholders of the components of performance evaluation plans for each school corporation required by Indiana Code 20-28-11.5. The IDOE will not be "approving" plans using this document.

In the chart below, please reference the page number(s) in your document which clearly display compliance with the requirement. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D etc with the page number following. For example: A-23, B-5, etc.

Your plan may include many other sections not listed below. This sheet is not exhaustive but should encapsulate the main components of your plan. Once completed, please attach this cover sheet to the evaluation plan document you will submit. The whole document, including this cover sheet, needs to be combined into one PDF for submission. All information must be included in **ONE** PDF as you will only be able to upload one document.

School Corporation Name Bartholomew Consolidated School Corporation		BCSC has a contract with its teachers through July 31, 2013. This contract contains the requirements of the current evaluation system in use and that evaluation system is attached. A new performance evaluation plan meeting the requirement of IC 20-28-11.5 will be in effect for the 2013-14 school year.	
School Corporation Number 0365			
Annual Evaluations			
Requirement	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, etc. Evaluators responsible for certificated employees	NA

ARTICLE XVI EVALUATION AND PROFESSIONAL GROWTH SYSTEM

All teachers in the Bartholomew Consolidated School Corporation are appraised continuously in regard to Standards of Teaching Performance identified in Section 1.

The Evaluation and Professional Growth System will be designed by the Board and representatives of the Columbus Educator's Association. A committee for the design and development of the program shall be on going and will improve growth opportunities through an annual review process. The BCSC Board shall provide for the evaluation of the Evaluation and Professional Growth System and shall provide training for administrators and teachers.

The following Evaluation and Professional Growth System is designed to assure high quality instruction, to maintain effective standards for teacher performance, and to provide opportunities for continuous professional growth with the outcome of improved student learning.

The Evaluation and Professional Growth System is comprised of:

Evaluation Program

Evaluation is the assessment of performance and development of non-permanent (0-2 years) and semi-permanent (3-5 years) teachers. The teacher's home school is where the majority of the teacher's assignment occurs. In the event that the teacher's time is equally divided, the home school is defined as the building in which the teacher starts their day and/or receives their paycheck. The administrator in the teacher's home school will initiate the evaluation process. The same administrator will complete and submit all paperwork.

An administrator will use the Teacher Performance Checklists (Appendix G) to evaluate all summer school teachers at least once during the summer school session.

Professional Growth Program

Professional Growth is a cooperative endeavor in which the administrator works closely with each permanent teacher (6 or more years) to promote continual growth. The administrator in the teacher's home school will initiate the evaluation process. The same administrator will complete and submit all paperwork. Home school is defined as the building in which the teacher spends the majority of their day. In the event that the teacher's time is equally divided the home school is defined as the building in which the teacher starts their day.

Professional Assistance Program

Professional Assistance is the development of a plan for assisting teachers who do not meet performance standards.

Section 1 - Evaluation Program

The district, in cooperation with teachers, has developed an Evaluation Program that identifies Standards of Teaching Performance.

These Standards of Teaching Performance are the criteria of performance assessment. These standards include:

- Planning and presenting organized instruction
- Classroom management
- Motivation
- Assessment
- Human relations and communication
- Professional responsibilities

Such criteria shall be summative for the purpose of assessment and development of teachers toward attainment of permanency, or teachers whose performance has been identified as not meeting standards.

Teachers on non-permanent or semi-permanent contracts are evaluated according to their performance in each standard.

The Teacher Performance Checklist, Student Services Performance Checklist, and the Provisional Evaluation Report are included in this document.

Categories for some specialty areas have been designed with standards that are appropriate for their professional area of performance. Permanent teachers who enter non-classroom teaching positions; i.e., counselors, deans, school psychologists, etc., will continue to follow the Professional Growth Program. Appropriate performance checklists may be used in conjunction with the goal setting process identified in the teacher's Professional Growth Program. The performance checklists identify basic standards and minimum expectations.

Non-Permanent and Semi-Permanent Teacher Evaluation Procedure

All (including teachers who work in multiple buildings) non-permanent teachers must have a total of three formal observations per school year. These observations shall not be scheduled on days immediately preceding or following regularly scheduled breaks in the school calendar. A pre-conference shall be held prior to the first observation. A post-conference shall be held after the final observation. Teachers working in multiple buildings will be provided, by the principal of their home school, with a formal Observation and Evaluation schedule designating which administrator is performing the observations, prior to the first formal observation. Additional conferences and observations that require no pre or post conference may be held as needed. The Provisional Evaluation Report must be completed two times per school year. It is to be filed with the Superintendent/designee by December 15 and May 1.

For non-permanent teachers whose performance indicates that nonrenewal is a possibility, the final Provisional Evaluation Report is due to the Superintendent/designee by March 15. The Provisional Evaluation Report for teachers who are being recommended for renewal is due by May 1.

Semi-permanent teachers must have met minimum expectations in their first two years and must have demonstrated continued growth. The administrator/designee must meet with semi-permanent teachers prior to October 1 to identify areas for professional growth and to review minimum expectations. They must have a minimum of two observations from an administrator, one each semester.

The Provisional Evaluation Report must be completed two times per school year. It is to be filed with the Superintendent/designee by December 15 and May 1.

For semi-permanent teachers whose performance indicates that non renewal is a possibility, the final Provisional Evaluation Report is due to the Superintendent/designee by March 15. The Provisional Evaluation Report for teachers who are being recommended for renewal is due by May 1.

Evaluation procedural descriptors include:

A. The administrator is to complete a description of the teacher's performance, including positive and/or constructive criticism. Teachers who have been determined to need improvement will be made aware of the area(s) of needed/required improvement designed to resolve the deficiencies. All non-permanent and semi-permanent teachers shall be assessed in accepted summative procedures.

B. Observation of teaching and teacher-related activities shall be conducted openly and with the full knowledge of the teacher. The evaluator shall record the lengths of time the teacher is so observed on the observation checklist and evaluation reports. No fewer than 90 minutes of observation per non-permanent and semi-permanent teachers shall occur per school year.

C. Written evaluations shall be recorded on the forms mutually agreed to by the Board and CEA. The teacher and administrator will sign the evaluation reports upon completion of discussion and review.

D. Non-permanent and semi-permanent teachers shall be evaluated in writing no fewer than two (2) times each year. The first Provisional Evaluation Report shall be completed and sent to the Superintendent/designee prior to December 15. The second Provisional Evaluation Report shall be sent to the Superintendent/designee prior to May 1. For non-permanent and semi-permanent teachers whose performance indicates that non-renewal is a possibility, the final Provisional Evaluation Report is due to the Superintendent/designee by March 15.

E. If a teacher desires an additional written evaluation, a visitation for the purpose of an additional evaluation shall be made on a date agreed upon mutually by the evaluator and the teacher.

Upon the request of the teacher, delivered in writing to the Superintendent within thirty (30) days after the teacher receives their first evaluation, the Superintendent, or designee shall provide the teacher with an additional written evaluation based upon another classroom observation. This evaluation shall occur as soon as possible but no later than March 1. A different administrator shall conduct the evaluation/observation if the teacher so requests.

Evaluation Program - Summary:

Teachers included:

1. Non-permanent

2. Semi-permanent

Evaluation instruments:

1. Teacher Performance Checklist

2. Student Services Staff Performance Checklist

3. Provisional Evaluation Report

Non-permanent:

1. Evaluated yearly

2. Minimum of three observations per year (90 minutes per year)

3. Must have a pre-conference and post-conference with the administrator.

4. The Provisional Evaluation Report is due to Superintendent/designee by December 15 and May 1 unless non-renewal is considered. If non-renewal is considered, the final Provisional Evaluation Report is due by March 15.

5. May additionally choose to participate in a Professional Growth Plan.

Semi-permanent:

1. Evaluated yearly

2. Minimum of two observations per year (90 minutes per year)

3. Must have a pre-conference and post-conference with the Administrator

4. The Provisional Evaluation Report is due to the Superintendent/designee by December 15 and May 1 unless nonrenewal is considered. If non-renewal is considered, the final Provisional Evaluation Report is due by March 15.

5. May additionally choose to participate in a Professional Growth Plan.

Section 2 - Professional Growth Program

The Professional Growth Program provides growth opportunities of a formative nature to assure that permanent teachers maintain a high level of competency as master teachers.

The Professional Growth Program assumes competence in all the performance standards. Permanent teachers who participate in the Professional Growth Program are not required to also participate in the Professional Evaluation Program. The primary purpose of the Professional Growth Program is to place emphasis on professional growth through a process of collaboration, development of knowledge, implementation of effective teaching and learning practices, and professional self-assessment. All permanent staff, with the exception of those in the Professional Assistance Program, will participate in the Professional Growth Program. Each teacher will participate in this process continuously. The Professional Growth Program allows opportunities to design a one, two or three year plan; therefore, each teacher will participate in a plan every year. Permanent teachers shall be assisted in a positive-growth program related to the teacher's area of assignment. Such a program shall be designed to provide for growth and improvement through a variety of opportunities.

Each permanent teacher shall participate each year in a formative process. The Professional Growth Plan will be placed in each teacher's personnel file.

Foremost within the Professional Growth Program is the development and implementation of a professional development plan for an individual or team.

The following procedures should be used:

The teacher will:

1. Reflect on individual, team, building and district goals. The goals will reflect professional development and action plans toward the continuous improvement of learning.

2. Establish a goal(s) to shape a draft plan. At this point the teacher may choose to develop a collaborative plan with one or more colleagues or focus on individual professional growth.

3. A professional growth plan(s) will include:

- What format will be used?

Format could include working with an administrator, with peers, independently, multi-disciplinary, grade-level teams, department teams, or a combination of approaches.

- What is the goal of your professional growth plan?

Goals could include individual, team, building, or district goals that result in the continuous improvement of student learning.

Here are some possibilities to consider:

- Goals should emphasize improvements of student learning and performance.

- Goals should be integrated with the school's (program's) strategic and continuous improvement plan.

- Goals should have focus on state and local academic standards.

- Goals should enable the teacher to improve expertise in subject knowledge and teaching strategies.

- Goals should be aligned with standards, curriculum, and assessments.

- Goals should include measurements to verify achievement of the plan.

- Goals should foster collegiality and collaboration.

- What is the timeline for your plan?

Timeline could include one, two, or three year plan(s); and will include anticipated starting and ending dates of the plan(s). Upon completion and submission of the Final Summary Appraisal the teacher will begin the process

of developing another Professional Growth Plan for the following school year.

- **Rationale:**

How will this improve student learning?

How does this goal align with corporation and building goals?

- **What methods/strategies will be used?**

Methods/strategies could include action research, coaching, videotaping, self-assessment, clinical supervision, mentoring, college courses, simulations, workshops, visitation days, conferences, classroom observations teacher academies, etc.

- **What are the indicators of progress?**

Indicators of progress could include student work portfolios, videotapes of classes, peer observations, principal/director observations, parent responses, student responses, statistical measures, performance, assessment, reflective journal entries, case study and analysis, professional portfolios, benchmarks, etc.

- **What resources/support are needed?**

Resources/support could include classroom materials, student materials, journals, workshops, books, collegial time and support, appropriate technology, mentoring, release time, administrative support, etc.

Professional Growth Procedures

- The teacher (or team) and administrator will hold an initial conference to collaboratively develop a draft and/or completed plan (Appendix H-1). This meeting will occur no later than the end of the sixth week of the first grading period. If a draft version is selected, a date will be established to finalize the plan. The finalization of the plan will be no later than October 31.

- The teacher (or team) will meet annually with the administrator to review progress toward completion of goals. At this time an Annual Summary Appraisal (Appendix H-2) will be completed and submitted to the Superintendent/designee by October 31 of the subsequent year.

- Upon satisfactory completion of a plan, a conference will be held and a Final Summary Appraisal (Appendix H-3) will be completed and submitted to the Superintendent/designee by October 31 of the final year of the plan.

Professional Growth Program - Summary

Teachers included:

1. Permanent teachers.
2. Non-permanent and semi-permanent teachers may choose to participate.

Documentation instrument:

1. Professional Growth Plan (goal setting oriented)

Participation:

1. Teachers will participate in a Professional Growth Plan every year.
2. Teachers individually or as part of a team may select a one, two, or three year plan to address a professional goal; therefore, teachers will continuously be involved in a Professional Growth Plan.

Section 3 - Professional Assistance Program

The Professional Assistance Program, at the discretion of the administrator, is available for all teachers who could benefit from assistance in the performance of their duties. The program is comprised of three levels:

1. Professional Awareness Plan
2. Professional Assistance Plan
3. Professional Intensive Assistance Plan

At each level, the teacher may be provided an unpaid mentor, if one can be mutually agreed upon by the administrator and the teacher on the Professional Assistance Program, to give to correct any deficiencies in performance.

Professional Awareness Plan

A. An initial discussion of the situation between the administrator and teacher shall be held. The administrator will notify the teacher that this meeting will address their teaching performance, that the teacher may request that a CEA Association Representative attend the meeting.

B. Identification of the problem must be made to the teacher in writing.

C. The administrator, the teacher, and the CEA representative and/or mentor, will develop a plan of action to remedy the situation which shall include a timeline for review. The plan of action should include Appendix I as an evaluation tool.

D. Upon review of progress towards correcting the situation the administrator shall make the following recommendation based upon the Professional Awareness Plan developed in Section 3 C:

1. Situation resolved (teacher shall be removed from the Professional Assistance Program)

or

2. Situation not resolved and teacher shall be moved to the Professional Assistance Plan. The teacher shall be formally advised by the administrator to discuss the situation with a representative of the Columbus Educator's Association (CEA). The teacher has a right for CEA and/or other legal representation in all meetings regarding their teaching performance.

Professional Assistance Plan

A. A review of the recommendation from the Professional Awareness Plan shall occur.

B. A plan of action shall be developed (by the teacher, CEA representative, and/or mentor, and administrator) and shall include:

1. A date to review the implementation of the plan of action.
2. Strategies for resolution of the situation will be identified and will include appropriate professional assistance
3. Indicators of success will be identified
4. A timeline will be identified

C. Upon review of progress towards correcting the situation the administrator shall make the following recommendation based upon the Professional Assistance Plan developed in Professional Assistance Plan B.

1. Situation resolved (teacher shall be removed from the Professional Assistance Program)

Or

2. Situation not resolved and teacher shall be moved to the Professional Intensive Assistance Plan.

Professional Intensive Assistance Plan

A. A review of the Professional Assistance Plan shall occur. The teacher shall be offered a Professional Intensive Assistance Plan.

If the teacher does not elect to participate in the Professional Intensive Assistance Plan, one of the following options shall occur:

1. Dismissal shall be recommended.
2. Other options shall be selected (such as early retirement or resignation).

If the teacher does elect to participate in the Professional Intensive Assistance Plan the following shall occur:

A corrective action plan shall be developed (by the teacher, CEA representative and/or mentor, and administrator) and shall include:

1. A list of what must be accomplished by the teacher shall be developed collaboratively with the teacher and other professionals.
2. A list of the professional assistance offered by the district shall be documented.
3. A list of the timeline for successful improvement will be identified.
4. A timeline to review the plan will be identified.

B. Upon review of the Professional Intensive Assistance Plan and progress towards correcting the situation the administrator will make one of the following recommendations:

1. Situation resolved (teacher shall be removed from the Professional Assistance Program.)

Or

2. Situation not resolved and the teacher shall be recommended for dismissal.

PROVISIONAL EVALUATION REPORT

Teacher _____ School _____ Date _____

Grade or Subject _____ Permanent _____ Non-Permanent _____

Date(s) of Observation(s) _____ Semi-Permanent _____

This report is to be used as the summative evaluation for non-permanent and semi-permanent teachers. This form may also be used with permanent teachers who are on an intensive assistance plan. Copies of this form, as well as the observation checklist sheets, should be shared in an evaluation conference with the teacher. The Provisional Evaluation Report will be filed with the Superintendent/designee.

The following standards are used in judging teacher effectiveness:

STANDARD I: PLANNING AND PRESENTING ORGANIZED INSTRUCTION

The effective teacher uses recognized, effective instructional techniques and strategies to promote successful student learning.

Effective Needs Improvement

STANDARD II: CLASSROOM MANAGEMENT

The effective teacher maintains a classroom environment that enhances student learning.

Effective Needs Improvement

STANDARD III: MOTIVATION

The effective teacher is able to motivate students to participate in successful learning experiences.

Effective Needs Improvement

STANDARD IV: ASSESSMENT

The effective teacher is able to evaluate student learning in order to diagnose student needs, design appropriate teaching strategies and measure student progress.

Effective Needs Improvement

STANDARD V: HUMAN RELATIONS AND COMMUNICATION

The effective teacher communicates student success to all appropriate audiences.

Effective Needs Improvement

STANDARD VI: PROFESSIONAL RESPONSIBILITIES

The effective teacher demonstrates professional and personal responsibilities.

Effective Needs Improvement

Identified Strengths: _____

Areas for Improvement: _____

Plan of Action: _____

Recommendation for Reemployment: _____

Date: _____
Evaluator Signature _____

My signature to this evaluation denotes only that I have been apprised of its contents. It does not indicate that I agree with the evaluation.

Comments _____
Date: _____
Teacher Signature _____

Observation Time(s): _____

BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION
STUDENT SERVICES PERFORMANCE CHECKLIST
 (Dean, Counselor, Pupil Services Teacher, School Psychologist)

Teacher: _____	School: _____
Title: _____	Non-Permanent: <input type="checkbox"/> Permanent: <input type="checkbox"/>
Dates: _____	Semi-Permanent: <input type="checkbox"/>
Times: _____	

The primary purpose of this evaluation scale is to provide information to student services staff about their standards of performance as evidenced through the evaluation process. This form should be used as a part of a pre-observation and post-observation conference process. Non-permanent student services staff must be observed a minimum of (3) three times a year and semi-permanent student services staff a minimum of (2) two times a year. It should be understood that the duties of a student services teacher require observations unlike a classroom teacher. These observations may include several "observed sessions" where the administrator is present during a variety of settings, conversations, and interactions dealing with students, staff, or other stakeholders. Administrators should share a copy of completed checklist with the teacher at, or prior to, the post-observation conference.

STANDARD I: PLANNING AND ORGANIZATION

The effective student services teacher uses recognized techniques and strategies to promote student success.

A. Presents information in a clear and logical manner as evidenced by:

	Observed	Not Observed	Not Applicable
Following clearly defined objectives based on corporation standards and student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing multiple techniques to relate information to students and stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

B. Creates expectations for all students to develop and demonstrate appropriate behavior as evidenced by:

	Observed	Not Observed	Not Applicable
Creating options for student academic and social behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking clearly stated questions before calling on students and allowing appropriate response time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a variety of questioning techniques (e.g. factual, opinion with supportive evidence, rephrasing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

C. Uses methods that promote desired learning as evidenced by:

	Observed	Not Observed	Not Applicable
Using effective resources that support students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing relevant examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating higher-level thinking skills into discussions and meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balancing the well-being of the school while being student centered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using various strategies to facilitate student success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

D. Promotes positive school climate as evidenced by:

	Observed	Not Observed	Not Applicable
Monitoring students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a positive relationship with stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively communicating with stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing programs responding to student/stakeholder needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapting response techniques based on stakeholder responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

Comments:

STANDARD II: STUDENT MANAGEMENT

The effective student services teacher promotes a community environment that enhances student learning.

A. Promotes appropriate rules and expectations consistent with building and district policies as evidenced by:

	Observed	Not Observed	Not Applicable
Communicating clear expectations for student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforcing positive student behavior in a consistent manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating fairness, consistency, respect, empathy and firmness in the handling of student problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

B. Utilizes the appropriate intervention strategies in managing student behavior as evidenced by:

	Observed	Not Observed	Not Applicable
Explaining standards of behavior and consequences for violating those standards clearly and logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and implement response to student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following due process procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating with appropriate stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying factors affecting student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

Comments:

STANDARD III: MOTIVATION

The effective student services teacher motivates students to be engaged in learning experiences.

A. Establishes an effective building climate as evidenced by:

	Observed	Not Observed	Not Applicable
Fostering mutual peer , student, student services staff respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fostering and accepting diverse student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping students develop self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being sensitive to the individual differences of each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fostering positive interactions with other stakeholders			
Fostering positive peer, student, and student services staff interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- other:

B. Creates and encourages high expectations for all students as evidenced by:

	Observed	Not Observed	Not Applicable
Sharing with students expectations for academic and behavioral success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students in attempting to reach their highest potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulting with staff, parents, and other stakeholders			
Providing positive student reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- other:

Comments:

STANDARD IV: STUDENT EVALUATION BY STUDENT SERVICES TEACHER

A. Use available and relevant data to determine student needs as evidenced by:

	Observed	Not Observed	Not Applicable
Obtaining and reviewing student records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviewing relevant stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compiling data for use by student services staff or others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Observed	Not Observed	Not Applicable
B. Uses a variety of assessments to evaluate both individual and collective student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Observed	Not Observed	Not Applicable
C. Communicates relevant student data to appropriate internal and external stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Observed	Not Observed	Not Applicable
D. Maintain an organized, understandable and retrievable record keeping system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

Comments:

STANDARD V: HUMAN RELATIONS AND COMMUNICATION

The effective student services teacher appropriately communicates with stakeholders.

A. Builds relationships with students and other stakeholders as evidenced by:

	Observed	Not Observed	Not Applicable
Listening to the ideas and concerns of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity to individual differences (e.g. ethnic, cultural, socio-economic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

B. Communicates effectively with students and other stakeholders as evidenced by:

	Observed	Not Observed	Not Applicable
Using clear and concise language in written and verbal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing information and orientation for students, parents and other staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiating and maintaining communication when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

Comments:

STANDARD VI: PROFESSIONAL RESPONSIBILITIES

The effective student services teacher demonstrates professional and personal responsibilities as evidenced by:

	Observed	Not Observed	Not Applicable
A. Meeting all contractual obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Participating actively and constructively in program development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Sharing expertise and new ideas with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Maintaining confidentiality concerning information about students or the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Being knowledgeable of and following relevant legal mandates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Maintaining current and accurate records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

Comments:

Teacher signature: _____

Administrator signature: _____

Date: ____/____/____

The teacher signature does not denote agreement. The teacher may attach dissenting remarks.

BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION TEACHER PERFORMANCE CHECKLIST

Teacher: _____ School: _____

Grade or Subject: _____ Non-Permanent: Permanent:

Dates: _____ Times: _____ Semi-Permanent:

The primary purpose of this evaluation scale is to provide information to teachers about their standards of performance as evidenced through the evaluation process. Standards of teaching skills have been determined as essential to successful teaching and are outlined in this checklist. This form should be used as a part of a pre-observation and post-observation conference process. Non-permanent teachers must be observed a minimum of (3) three times a year and semi-permanent teachers a minimum of (2) two times a year. Administrators should share a copy of completed checklist with the teacher at, or prior to, the post-observation conference.

STANDARD I: PLANNING AND PRESENTING ORGANIZED INSTRUCTION

The effective teacher uses recognized, effective instructional techniques and strategies to promote successful student learning.

A. Develops and presents lessons in a clear and logical manner as evidenced by:

	Observed	Not Observed	Not Applicable
Following clearly defined objectives based on corporation curriculum standards and student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenting material in a sequential order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing multiple techniques to relate new information to previous teaching/learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

— other:

B. Creates expectations for all students to participate and demonstrate understanding as evidenced by:

	Observed	Not Observed	Not Applicable
Eliciting responses from volunteers and non-volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking clearly stated questions before calling on students and allowing appropriate response time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a variety of questioning techniques (e.g. factual, opinion with supportive evidence, rephrasing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

— other:

C. Uses instructional methods that promote desired learning as evidenced by:

	Observed	Not Observed	Not Applicable
Using resources and technology that effectively support the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing relevant examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating higher-level thinking skills into lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing student centered activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using various teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

D. Maintains high student engagement throughout instructional period as evidenced by:

	Observed	Not Observed	Not Applicable
Monitoring students by moving among them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to student questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing assessment feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapting instruction based on student response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stimulating creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

Comments:

STANDARD II: CLASSROOM MANAGEMENT

The effective teacher maintains a classroom environment that enhances student learning.

A. Establishes appropriate classroom rules and expectations consistent with building and district polices as evidenced by:

	Observed	Not Observed	Not Applicable
Communicating clear expectations for student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforcing positive student behavior in a consistent manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating fairness, consistency, respect, empathy and firmness in the handling of student problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

B. Utilizes the appropriate intervention strategies in managing student behavior as evidenced by:

	Observed	Not Observed	Not Applicable
Explaining standards of behavior and consequences for violating those standards clearly and logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing appropriate consequences for behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following established procedures for teacher intervention, parent communication and administrator referral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

Comments:

STANDARD III: MOTIVATION

The effective teacher is able to motivate students to participate in successful learning experiences.

A. Establishes an effective classroom climate as evidenced by:

	Observed	Not Observed	Not Applicable
Fostering positive peer and student – teacher interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fostering mutual peer and student – teacher respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepting various student learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being sensitive to the individual differences of each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping students develop self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

B. Creates and encourages high expectations for all students as evidenced by:

	Observed	Not Observed	Not Applicable
Sharing with students expectations for quality and quantity of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students in attempting to reach their highest potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing positive student reinforcement (e.g. student recognition rewards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

Comments:

STANDARD IV: ASSESSMENT

The effective teacher is able to evaluate student learning in order to diagnose student needs, design appropriate teaching strategies and measure student progress.

A. Review student assessment procedures for alignment with skills and concepts in lesson of unit as evidenced by:

	Observed	Not Observed	Not Applicable
Setting performance standards for students based upon curricular proficiencies and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizing both formal and informal evaluation of learners' achievement in order to reassess and modify instructional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Premeditating, reteaching or extending teaching time to meet student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating learner progress on a continuous basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

B. Uses a variety of assessments to evaluate both individual and collective student progress (e.g. student demonstration, oral responses, portfolios, quizzes, tests)

Observed	Not Observed	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

C. Maintain an organized, understandable and retrievable record keeping system

Observed	Not Observed	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

Comments:

STANDARD V: HUMAN RELATIONS AND COMMUNICATION

The effective teacher communicates student success to all appropriate audiences.

A. Builds positive relationships with students, parents and colleagues as evidenced by:

	Observed	Not Observed	Not Applicable
Willingness to listen to the ideas and concerns of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity to individual differences (e.g. ethnic, cultural, socio-economic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– other:			

B. Communicates effectively with students, parents and colleagues as evidenced by:

	Observed	Not Observed	Not Applicable
Using clear and concise language in written and verbal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing information and orientation for students, parents and other staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiating and maintaining communication when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– other:			

Comments:

STANDARD VI: PROFESSIONAL RESPONSIBILITIES

The effective teacher demonstrates professional and personal responsibilities as evidenced by:

	Observed	Not Observed	Not Applicable
A. Meeting all contractual obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Participating actively and constructively in program development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Sharing expertise and new ideas with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Maintaining confidentiality concerning information about students or the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– other:

Comments:

Teacher signature: _____

Administrator signature: _____

Date: ____ / ____ / ____

Note: Teacher signature does not denote agreement. The teacher may also attach dissenting remarks.

Bartholomew Consolidated School Corporation
Professional Growth Plan

Form template: Make sure you "Save as" this file with a different file name. Next, with the Form Lock "On", fill in the blanks and move to the next blank using the "tab" key.

Teacher(s):

School:

Date:

Length of plan: One year Two years Three years

GOAL:

What do you hope to accomplish?

RATIONALE:

How will this improve student learning?

Describe how this goal aligns with corporation and building goals?

METHODS/STRATEGIES:

Describe the steps you will take to accomplish the goal.

INDICATORS OF PROGRESS:

How will you determine if you have achieved your goal?

What data will you use?

What criteria will you use to document your level of achievement?

RESOURCES/SUPPORT NEEDED:

SIGNATURES:

Teacher(s):

Administrator(s):

Date:

Copies provided to: Administrator, teacher(s), Superintendent/designee

BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION
PROFESSIONAL GROWTH PLAN
ANNUAL SUMMARY APPRAISAL

Form template: Make sure you "Save as" this file with a different file name. Next, with the Form Lock "On", fill in the blanks and move to the next blank using the "tab" key.

Teacher(s):

School:

Date:

Year: 1 2 3

- 1 List the goal of the Professional Growth Plan.

- 2 List a descriptive summary of the process used in the Professional Growth Plan.

- 3 List the vital results/outcomes from the Professional Growth Plan.

Teacher(s) comments:

Administrator(s) comments:

SIGNATURES:

Teacher(s):

Administrator(s):

Date:

Copies provided to: Administrator, teacher(s), Superintendent/designee

BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION
PROFESSIONAL GROWTH PLAN
FINAL SUMMARY APPRAISAL

Form template: Make sure you "Save as" this file with a different file name. Next, with the Form Lock "On", fill in the blanks and move to the next blank using the "tab" key.

Teacher(s):

School:

Date:

- 1 List the goal of the Professional Growth Plan.

- 2 List a descriptive summary of the process used in the Professional Growth Plan.

- 3 List the vital results/outcomes from the Professional Growth Plan.

Teacher(s) comments:

Administrator(s) comments:

SIGNATURES:

Teacher(s):

Administrator(s):

Date:

Copies provided to: Administrator, teacher(s), Superintendent/designee

Teacher representative signature (if applicable): _____

Results of review of action plan:

After review of implementation of the action plan the administrator recommends:

- The problem, incident, situation, or concern has been resolved. The teacher is removed from the Professional Assistance Program.
- The problem, incident, situation, or concern has NOT been resolved. The teacher is moved into the Professional Assistance Plan.

Signatures verify recommendation of the administrator: (does not denote that teacher agrees). The teacher may attach dissenting remarks.

Teacher signature: _____

Administrator signature: _____

Teacher representative signature (if applicable): _____

Date: _____

Copies provided to: Administrator, teacher, Superintendent/designee, teacher representative (if applicable)

Bartholomew Consolidated School Corporation
Professional Assistance Program

PROFESSIONAL ASSISTANCE PLAN

Form template: Make sure you "Save as" this file with a different file name. Next, with the Form Lock "On", fill in the blanks and move to the next blank using the "tab" key.

Teacher:

School:

Date:

Administrator:

-
- 1 Review recommendation from Awareness Plan: Check when completed.
 - 2 Plan of action:
 - a. List the plan of action to correct the problem, incident, situation, or concern:
 - b. List strategies for resolution: (include administrative assistance to be provided)
 - c. List indicators of success:
 - d. List a timeline for the plan of action:
 - e. List the date of review of the plan of action:
 3. Teacher comments:

Signature of teacher and administrator documents that a discussion of a problem, incident, situation, or concern has occurred. Signatures verify recommendation of the administrator: (does not denote that teacher agrees). The teacher may attach dissenting remarks.

A plan of action has been developed and a date to review the effectiveness of the plan of action has been established.

Teacher signature: _____

Administrator signature: _____

Teacher representative signature (if applicable): _____

Results of review of action plan:

After review of implementation of the action plan the administrator recommends:

- The problem, incident, situation, or concern has been resolved. The teacher is removed from the Professional Assistance Program.
- The problem, incident, situation, or concern has NOT been resolved. The teacher is moved into the Intensive Assistance Plan.

Signatures verify recommendation of the administrator: (does not denote that teacher agrees). The teacher may attach dissenting remarks.

Teacher signature: _____

Administrator signature: _____

Teacher representative signature (if applicable): _____

Date: _____

Copies provided to: Administrator, teacher, Superintendent/designee, teacher representative (if applicable)

Bartholomew Consolidated School Corporation
Professional Assistance Program

INTENSIVE ASSISTANCE PLAN

Form template: Make sure you "Save as" this file with a different file name. Next, with the Form Lock "On", fill in the blanks and move to the next blank using the "tab" key.

Teacher:

School:

Date:

Administrator:

-
- 1 Review recommendation from Professional Assistance Plan: Check when completed.
- 2 The Bartholomew Consolidated School Corporation hereby offers an Intensive Assistance Plan to assist the teacher in resolving the identified problem, incident, situation, or concern.
-

3 I acknowledge the school corporation's offer to provide intensive assistance.

I accept the offer of intensive assistance.

I reject the offer of intensive assistance.

Teacher signature: _____

4 If the teacher rejects the offer of intensive assistance the administrator makes the following recommendation:

dismissal of teacher

other (such as resignation or early retirement)

list recommendation:

5 If the teacher accepts the offer of intensive assistance the following plan is developed:

a. List what must be accomplished by the teacher:

b. List the intensive assistance to be provided:

c. List the timeline for successful improvement:

d. List the date for review of the plan:

6 Teacher comments:

Signature of teacher and administrator documents that a discussion of a problem, incident, situation, or concern has occurred. Signatures verify recommendation of the administrator: (does not denote that teacher agrees). The teacher may attach dissenting remarks.

An intensive assistance plan has been developed and a date to review the effectiveness of the plan of action has been established.

Teacher signature: _____

Administrator signature: _____

Teacher representative signature (if applicable): _____

Results of review of plan:

After review of implementation of the plan the administrator recommends:

The problem, incident, situation, or concern has been resolved. The teacher is removed from the Professional Assistance Program.

The problem, incident, situation, or concern has NOT been resolved. The teacher will be recommended for dismissal.

Signatures verify recommendation of the administrator: (does not denote that the teacher agrees). The teacher may attach dissenting remarks.

Teacher signature: _____

Administrator signature: _____

Teacher representative signature (if applicable): _____

Date: _____
