



## 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.

<b>School Corporation Name</b>				
<b>School Corporation Number</b>				
<b>Annual Evaluations</b>				
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		

<b>Objective Measures of Student Achievement and Growth</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input checked="" type="checkbox"/> Objective measures of student achievement and/or growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation Protocol for including objective measures of student achievement and growth	Page 4
<input type="checkbox"/> Student performance results from statewide assessments evaluations of employees whose primary responsibility is teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data Other Statewide Assessments incorporated into evaluations	
<input type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	
<input type="checkbox"/> Student assessment results from locally developed assessments and other test measures in evaluations of all employees.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures School-wide learning measures/A-F	

<b>Rigorous Measures of Effectiveness</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Other Certificated Staff</li> <li>• Principals</li> <li>• District-Level Certificated Staff</li> </ul> Other measures used for evaluations	

<b>Designation in Rating Category</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	Definition of performance categories Summative scoring process that yields placement into each performance category	
<input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4 (c) (4) and (6)	Description of modifying final summative rating for negative growth Definition of negative impact on student growth for classes not measured by statewide assessments	
<input type="checkbox"/> All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4 (c) (4) and (6)	Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation	

<b>Evaluation Feedback</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input checked="" type="checkbox"/> Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	Page 5

<b>Evaluators</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees.	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of Evaluator Training Description of who will serve as evaluators Process for determining evaluators	

<input type="checkbox"/> Teachers acting as evaluators (which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of who will serve as evaluators Process for determining evaluators	
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of evaluator training	

<b>Feedback and Remediation Plans</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	System for delivering summative evaluation results to employees	
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits will be incorporated into remediation	
<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent.	IC 20-28-11.5-6	Process for teachers rated as ineffective to request conference with superintendent	

<b>Instruction Delivered by Teachers Rated Ineffective</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.	IC 20-28-11.5-7	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.	IC 20-28-11.5-7	Description of how parents will be informed of situation	

Principal Evaluation Information

[http://www.rbbccsc.k12.in.us/phocadownload/userupload/files/abarnes/RISE\\_Principal\\_Effectiveness\\_RUBRIC1.pdf](http://www.rbbccsc.k12.in.us/phocadownload/userupload/files/abarnes/RISE_Principal_Effectiveness_RUBRIC1.pdf)

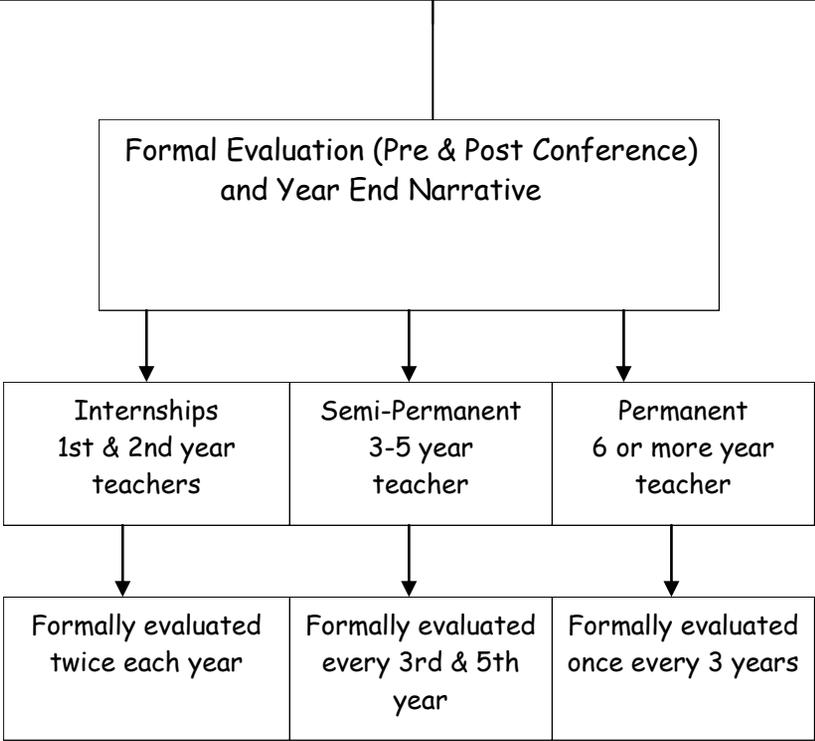
Richland Bean Blossom School Corporation  
Teacher Appraisal



Adopted May 2008

Dedicated to Mr. Jim Rubush, an outstanding educator, who pursued excellence in education for all students.

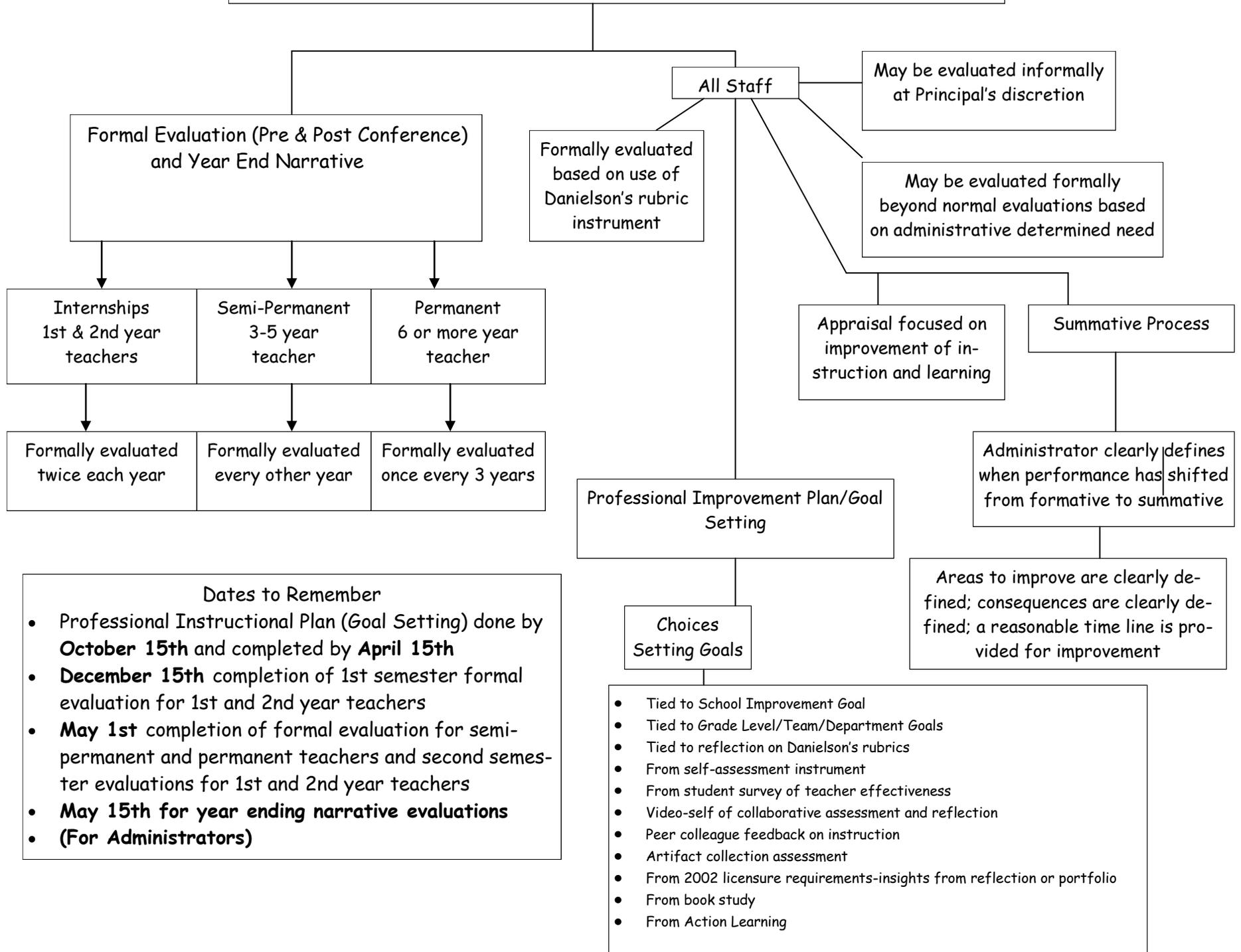
# Richland Bean Blossom CSC Teacher Appraisal Process



- ### Dates to Remember for Internships
- Professional Instructional Plan (Goal Setting) done by **October 15th** and completed by **April 15th**
  - **December 15th** completion of 1st semester formal evaluation
  - **May 1st** completion of formal evaluation for second semester evaluations

- ### Dates to Remember for Semi Permanent and Permanent Teachers
- Professional Instructional Plan (Goal Setting) done by **October 15th** and completed by **April 15th**
  - **May 1st** completion of formal evaluation on evaluation year.
  - **May 15th** for year ending narrative evaluations on evaluation year. (For Administrators)

# Richland Bean Blossom CSC Teacher Appraisal Process



## Dates to Remember

- Professional Instructional Plan (Goal Setting) done by **October 15th** and completed by **April 15th**
- **December 15th** completion of 1st semester formal evaluation for 1st and 2nd year teachers
- **May 1st** completion of formal evaluation for semi-permanent and permanent teachers and second semester evaluations for 1st and 2nd year teachers
- **May 15th** for year ending narrative evaluations
- **(For Administrators)**

**PHILOSOPHY  
PROFESSIONAL EVALUATION and GROWTH PLAN  
RICHLAND-BEAN BLOSSOM COMMUNITY SCHOOL CORPORATION**

The Richland-Bean Blossom Community School Corporation and faculty believe that an effective teacher evaluation system is an integral part of the district's efforts to continually improve the instructional program and learning in the district.

A deliberate, systematic, and constructive evaluation program, involving joint responsibility of the evaluator and teacher, should serve:

- to improve the quality of instruction through the identification of criteria that will enhance the teaching environment.
- to identify and strengthen the positive areas of teacher performance.
- to assist in directing a teacher's professional development.
- to recognize the value of different teaching methods, procedures, and instructional materials.
- to reaffirm the right of the community to expect teaching performance to be evaluated, monitored, and improved, and to see maximized achievement levels.
- to improve teaching and learning by encouraging teacher reflection, goal setting, and collaborating with others to improve teaching and learning.
- **To provide data for personnel decisions relative to contract renewal, assistance, reassignment, intensive assistance, non-renewal of contract, and or dismissal.**

The formal, summative, evaluation program does not replace the need for continual informal self-assessment by all staff. Trust, openness, and direct communication should be practiced by all involved, to achieve the expressed purposes of the evaluation program.

## Teacher Appraisal for the Richland-Bean Blossom Community School Corporation

The teacher appraisal process is focused on improvement of instruction and learning, based on Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching (referred to hereafter as Danielson's rubrics). While the focus is on improvement of instruction and learning, the plan must address situations where teacher performance is unsatisfactory and may shift focus to a summative process. In a summative process, non-renewal of teacher contract is a possibility. When the administrator makes a decision that the focus of evaluation has shifted from formative to summative, the administrator will sit down with the teacher and provide a clear definition of what needs to improve and a reasonable timeline on when the improvement is expected. The teacher appraisal process does not preclude the ability of the Richland-Bean Blossom Community School Corporation to cancel a teacher's contract as provided for by state codes.

The teacher appraisal process involves the components of (1) formal evaluations, (2) informal evaluations, (3) self-assessment/reflection, and (4) instructional improvement plan (goal setting). Each of these areas is summarized as follows:

### *Formal Evaluations:*

- The teacher will generally be evaluated on a sequence defined by years of experience.
  - Internships (1<sup>st</sup> and 2<sup>nd</sup> year teachers) will be formally evaluated by December 31<sup>st</sup> and May 1<sup>st</sup> each year.
  - Semi-Permanent (3<sup>rd</sup> through 5<sup>th</sup> year teachers) will be formally evaluated every other year by May 1<sup>st</sup> of the year of formal evaluation. Formal evaluations will occur during the third and fifth years. Additional evaluations may be completed as needed.
  - Permanent (6<sup>th</sup> year and above teachers) will be formally evaluated once every three years by May 1<sup>st</sup> of the year of formal evaluation. Permanent teacher evaluations will be distributed over the three years to balance evaluation loads for administrators, while attempting to not have a permanent teacher scheduled for formal evaluations two years in a row. Additional evaluations may be completed as needed.
- An administrator may determine that there is a need for additional formal evaluations.
- Formal evaluations will **generally** involve teacher and administrator pre-conference (Appendix B), using the prescribed forms.
- Formal evaluations will use the criteria from Danielson's rubrics to provide feedback to teachers during formal evaluations. The feedback will be provided on the district form (Appendix C). The district form will provide only the most

significant feedback, not each of the criteria on Danielson's rubrics.

- Annual Year Ending Narratives (Appendix C) must be complete by May 15<sup>th</sup>. Annual narratives will include but not be limited to the following:
  - formal and informal observation data;
  - information on progress made in achieving goals from the Professional Instructional Plan (Appendix A);
  - insights gained from the Self-Assessment/Reflection (Appendix D).
  - contributions to and/or participation in activities that benefit students, the profession, the community, and/or the programs of the Richland-Bean Blossom CSC. These contributions may be noted for informal purposes only; and
  - other pertinent data that will provide an accurate assessment of the teacher's contributions for the given school year.

*Informal Evaluations:* The teacher may be evaluated informally at the principal's discretion. ***Feedback (verbal, written, or as part of the Year Ending Narrative Evaluation) from informal evaluations may be provided to teachers.***

*Professional Improvement Plan (Goal Setting):*

- By October 15<sup>th</sup> of every school year, every teacher must complete a Professional Improvement Plan (Appendix A). Professional Improvement Plan goals will be expected for that which will have the most significant potential impact on student learning and quality of instruction. Generally, two to three goals would be expected, unless the building administrator and teacher have decided otherwise. The evaluating administrator will have input on goal determination.

*Self-Assessment/Reflection (Appendix D):*

- the teacher has a choice of the tools for self-assessment. Insights gained from the use of these tools is put on the Appendix A form.
- Completion Appendix A must be by April 15<sup>th</sup>.
- The choices (tools) a teacher has for Self-Assessment include the following:
  - that which is mutually agreed upon between the teacher and administrator
  - reflection from the Danielson rubrics
  - areas tied to school improvement goals
  - areas tied to grade level, team, or department goals
  - reflection on the results of the self-assessment form (Appendix D)
  - self or colleague reflection on a video of the class
  - peer, colleague feedback on instruction
  - reflection on artifact collection (The teacher collects samples of everything used for instruction over a several week or unit period. Lesson plans,

homework, activities, assignments, tests, quizzes, samples of products of learning, and anything relevant to the instruction and learning during the period of collection.)

- 2002 licensure requirement reflection or portfolio assessments
- reflection on book studies (The teacher chooses a book for self or collaborative study. The book should be based on a topic of instructional or curriculum improvement. The discussion involves how the information or ideas in the book can impact instruction and learning.)
- reflection on action research (The teacher chooses an area related to class instruction to research. This can be self or collaborative in nature. The area or research is agreed upon by the teacher and administrator. It should involve a process of developing an action plan, timelines, and evaluation of the action plan --- the teacher wants to determine if learning stations in a new unit has resulted in improved learning.)
- reflection on major professional development training

[To be completed by all staff]

**Professional Improvement Plan (Goal Setting/Goal Report):**

Teacher: \_\_\_\_\_ Administrator: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Content: \_\_\_\_\_ Date: \_\_\_\_\_

Goal (s): (due by October 15<sup>th</sup>)

Reason for Goal (s):

Means of Attaining Goal (s):

How Goal (s) Attainment Will Be Determined:

**Proof of Attainment:** (due by April 15<sup>th</sup>)

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

[To be completed during evaluation year - refer to chart]

### Pre-Observation Conference Form

Name: \_\_\_\_\_

Date of Pre-Conference: \_\_\_\_\_

Observation Date(s): \_\_\_\_\_

Class to be Observed: \_\_\_\_\_  
Subject Time Room

This form will be reviewed prior to the observation. The administrator may center pre-conferences on any items deemed appropriate (the pre-conference include any of the items on this form, it may not include all of the items on this form, or it could include other items the administrator deems appropriate). Choose at least 3 of the bulleted questions prior to the pre-observation conference to answer. This information will guide the administrative focus of the observation:

- What do you want student to know or be able to do as a result of the lesson? Where does this fit in relation to state standards? How will you clearly communicate this to the students?
- Where is the lesson being observed in relation to the unit being taught? Is there information about what preceded this lesson that would be valuable for the observer to know?
- How will you relate new learning to prior learning or life experiences?
- What instructional methods, materials, and/or activities will you be using?

- How will the lesson be differentiated based on student interests, student ability, and level of readiness, techniques, or materials?
- Will learning be elevated during the lesson or later to an application or above level? How?
- How and where in the lesson will you check to see if students understand the learning? How will the learning be assessed?
- What procedures and techniques will you use to minimize loss of instructional time (including transitional)? What routines and procedures and behavioral management procedures will be used during the class?
- What has been done to create an learning environment of respect and rapport? In what ways has a culture of learning been established?
- How will the learning be modeled?
- What questioning and discussion techniques will be used in the lesson or unit of study?

- At the end of the lesson, will you focus and cement main concepts, content, or skills learned? How?
- Provide a picture of your thoughts and specifics as to what is planned for the lesson and the why behind your planning.
- Will the relevance and purpose of the learning be communicated to the students? How?
- How will feedback be provided to students?
- Are there any specific areas of instruction you would like for me to target for feedback on the day of observation?

[To be completed by administrator]

**Mid-Year Internship Teacher Appraisal Report**

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
Report Period Start: \_\_\_\_\_ Report Period End: \_\_\_\_\_

DOMAIN 1 - Planning and Preparation

DOMAIN II - Classroom Environment

DOMAIN III - Instruction

DOMAIN IV - Professional Responsibilities

Summary:

Development Plans:

Teacher Comments:

Teacher Acknowledgment:  
I have reviewed this document and discussed the contents with the observer. My signature means that I have been advised of the contents of this observation and does not necessarily imply that I agree with the results.

\_\_\_\_\_  
Teacher Signature/Date

\_\_\_\_\_  
Observer Signature/Date

[To be completed by administrator]

**Final Teacher Appraisal Report**

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
Report Period Start: \_\_\_\_\_ Report Period End: \_\_\_\_\_

DOMAIN 1 - Planning and Preparation

DOMAIN II - Classroom Environment

DOMAIN III - Instruction

DOMAIN IV - Professional Responsibilities

Summary:

Development Plans:

Teacher Comments:

Teacher Acknowledgment:

I have reviewed this document and discussed the contents with the observer. My signature means that I have been advised of the contents of this observation and does not necessarily imply that I agree with the results.

\_\_\_\_\_  
Teacher Signature/Date

\_\_\_\_\_  
Observer Signature/Date

[Potential tool for self assessments/proof attainment]

### Teacher Self-Assessment/Reflection

This self-evaluation document may be used by teachers as part of the self-assessment activity of the teacher appraisal process. **It will not be used in a summative process.** After teachers complete this form, they should be prepared to summarize to the building administrator what they have learned from the self-evaluation. This summary should be returned on this page and *submitted to the building administrator prior to April 15* of each school year. This document may be used for the following Self-Assessment methods:

- \_\_\_\_\_ Reflection on Danielson's rubrics
- \_\_\_\_\_ Student Survey Instrument
- \_\_\_\_\_ Video of class
- \_\_\_\_\_ Peer/colleague feedback on instruction
- \_\_\_\_\_ Artifact collection reflection
- \_\_\_\_\_ Book Study
- \_\_\_\_\_ Action Learning
- \_\_\_\_\_ Major Professional development initiatives (e.g., Four Blocks, CLASS)
- \_\_\_\_\_ Grade Level, Team, or Department improvement goals
- \_\_\_\_\_ Improvement plans tied to school improvement or NCA/PI221 goals
- \_\_\_\_\_ 2002 licensure and portfolio insights

Teachers may, in collaboration with the building administrator, choose to incorporate insights from Self-Assessment/Reflection (Appendix D) into next year's Professional Improvement Plan (Appendix A). With building administrator collaboration, in addition, the teacher may incorporate insights from the Self-Assessment (Appendix D) into the appropriate Reflective Feedback section of Danielson's Domains in the Year Ending Narrative (Appendix C).

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade/Content Area: \_\_\_\_\_ School: \_\_\_\_\_

My reflection on the Self-Evaluation identified the following as strengths of my teaching:

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My reflection on the Self-Evaluation identified the following as areas I feel there is room for improvement:

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Of those afore mentioned areas, I may choose to target:

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[To be complete by administrators]

### **Observation Report**

The Observation Report following a classroom observation will be a summary of the copy of administrator observations made on the Danielson Rubrics. The Observation Report will be in rough draft form at the time the administrator meets with the teacher. Upon administrator determination, it will be subject to amendment by the administrator, after meeting with the teacher and receiving feedback from the teacher on the observation. The Observation Report will show strengths and areas of potential improvement tied to Danielson's Domains and Rubric criteria in each of the Domain's areas.