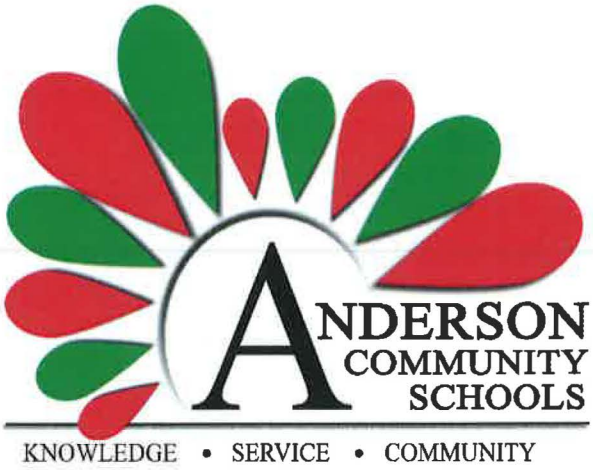

Appendix I

District Performance Evaluation Process

Anderson Community Schools
Annual Evaluation Process
Peer Assistance and Review (PAR) Rubric

Rubric: Used for Classroom Observations (70%)

Anderson Community School Corporation in collaboration with the Anderson Federation of Teachers developed a Teacher Effectiveness Rubric which all teachers in the corporation will be measured. The rubric based on the work of Charlotte Danielson, possess two domains one for Teaching Procedures and the other for Classroom Management. Teaching Procedures includes thirteen competencies that include evidence of planning,delivery of instruction, skill in motivating students, and skill skill in questioning techniques. Classroom Management includes three competencies under the heading of effective classroom management and control. Each of the domains are weighted equally at fifty percent.

The two domains have twenty related competencies broken into a four category rating of highly effective, effective, improvement necessary, and ineffective. The PAR Rubric provides specific language/indicators within the competencies that relate to the four category rating.

Building administrators will complete three classroom observations using the PAR Rubric. Two observations will be short (minimum of 15 minutes) and one observation will be long (minimum of 45 minutes). All observations of teachers shall be followed by feedback which includes a completed ACSC Teacher Observation Summary Report and a person to person conference. The ACSC Teacher Observation Summary Report shall be provided within four school days of the observation at a mutually agreed upon time. Both parties must sign and date this document a evidence of meeting the timeline.

Student Performance Data: (15%)

Student performance data is critical part of the overall evaluation process. Student performance data for teachers in grade level and subject areas with statewide standardized text will use that data as part of their evaluation (7.5%). Additionally, those same teachers will use Locally Developed Assessments (LDA) for the remaining 7.5% of their evaluation.

Teachers who teach non statewide standardized test grade levels or subjects will use Locally Developed Assessments for their entire 15% of the student performance data component.

State Accountability Grade (15%)

The Indiana Department of Education issues an accountability letter grade based on multiple measures of achievement. 15% of the teacher's overall evaluation will be based on this letter grade. Teachers who teach in buildings where the accountability grade is not calculated will use Locally Determined Assessments (LDA) for the full 30% of their overall evaluation.

Teacher Overall Annual Evaluation:

Teacher Overall Rating will be based the four category rating of Highly Effective, Effective, Improvement Necessary, and Ineffective using the below criteria:

70% Observation using ACSC Peer Assistance and Review Rubric
15% Student Performance Data
15% Accountability Letter Grade

Procedures for Teachers Found Improvement Necessary or Ineffective:

Through the observation process, if a teacher yields an improvement necessary or ineffective rating, the teacher's name shall be submitted to their building level Peer Assistances and Review Team. The team shall immediately arrange for assistance and/or intervention with a PAR Consulting Teacher. At the completion of the assistance and/or intervention, the teacher's PAR Consultant shall report to the Board of Review on the teacher's progress. The Board of Review shall determine the teacher's rating and the administrator's observations will be removed.

Teacher Termination:

The decision whether to terminate a teacher contract shall remain the responsibility of the Peer Assistance and Review (PAR) Board of Review (BOA). All teachers referred to PAR assistance and/or intervention shall be entitled to all due process through PAR and through all appropriate statues provided by the State of Indiana before contract termination.

Teacher Evaluation Committee:

A Teacher Evaluation Committee consisting of four (4) Anderson Federation of Teachers (AFT) members and four (4) Anderson Community School Corporation (ACSC) administrators shall be in place and meet quarterly or more often as determined by a majority of the committee. The purpose of the committee shall be to oversee the implementation and operation of the teacher evaluation process and shall have the right to make changes to the process agreed to by the AFT and ACSC.

Training:

Annual training will be provided to administrators and consulting teachers to ensure consistency with observation throughout the district.

ACSC Teacher Effectiveness Rubric

1. Teaching Procedures

Number of Competencies: 13

Domain Description: Teachers use Indiana College and Career Readiness Standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to variations in student progress.

1.1. Competency 1.A.1 Skill in Planning: Lesson Plans	Highly Effective	-Teacher creates lesson plans that are appropriate for the students and take into consideration long range goals, including knowledge of appropriate state standards. Lesson plans contain clear objectives reflecting the 8-Step Process and state standards. Assessment of the lesson is included. The assessment or evaluation can be formal or informal.
	Effective	-Teacher creates lesson plans that are appropriate for the students and takes into consideration long range goals including knowledge of appropriate state standards. Objectives are stated.
	Improvement Necessary	-Teacher shows evidence of creating planning with little emphasis on long range goals. Clear objectives are not stated.
	Ineffective	-Teacher does not create lesson plans that include an objective or goals.
1.2. Competency 1.A.2: Skill in Planning: Techniques and Materials	Highly Effective	-Age and developmentally appropriate materials are incorporated or used by both students and teacher in order to enhance the lesson. Materials are ready in advance of the lesson and are easily accessible while teaching. Research based techniques reflect teacher knowledge of best practices for the classroom. Materials and techniques used by the teacher reflect consideration of student age and developmental level. Materials are prepared and ready in advance of the lesson. Some materials and techniques used reflect consideration of student age and developmental level.
	Effective	-Materials and techniques used by the teacher reflect consideration of student age and developmental level. Materials are prepared and ready in advance of the lesson. Some materials and techniques used reflect consideration of student age and developmental level.
	Improvement Necessary	-Some materials and techniques used reflect consideration of student age and developmental level.
	Ineffective	-Materials and techniques were not age and/or developmentally appropriate.

1. Teaching Procedures

Number of Competencies: 13

Domain Description: Teachers use Indiana College and Career Readiness Standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to variations in student progress.

1.3. Competency 1.A.3: Skill in Planning: Instructional Time	Highly Effective	-Transitions between activities result in no loss of instructional time. Students are always engaged in meaningful work while waiting for the teacher. Students are on-task and follow instructions of teacher without much prompting.
	Effective	-Smooth transitions between activities and lessons result in little loss of instructional time. Students are engaged in meaningful work for brief periods of time. Most students are on-task and follow instructions of teacher without much prompting.
	Improvement Necessary	-Much instructional time is lost due to the students' need for redirection and further instruction. Significant prompting from the teacher is necessary for students to follow instructions and remain on- task.
	Ineffective	-Transitions are not smooth. Instructional time is lost. Even with significant prompting, students frequently do not follow directions and are off-task.
1.4. Competency 1.B.1: Skill in Delivering Instruction: Mastery of Lesson Objective	Highly Effective	-Objectives are stated and posted for the lesson. Standards, related to the lesson, are posted and referenced prior to beginning the learning process. Students can explain what they are learning and why it is important, beyond repeating the stated objective. Task pacing is appropriate and is adjusted according to student understanding
	Effective	-Teacher states the goal/objective to students. Teacher follows through with appropriate pacing for the task. Students are able to recall the objective.
	Improvement Necessary	-Teacher sometimes states the objective of the lesson. Teacher does not clearly communicate the objective in a way that leads to student understanding. Pacing moves too quickly or slowly for student understanding.
	Ineffective	-Teacher does not state the objective or standards related to the lesson. Teacher paces the lesson with no regard to student understanding.

1. Teaching Procedures

Number of Competencies: 13

Domain Description: Teachers use Indiana College and Career Readiness Standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to variations in student progress.

1.5. Competency 1.B.2 Skill in Delivering Instruction: Activation of Prior Knowledge	Highly Effective	-Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand the connection.
	Effective	-Lesson builds on prior knowledge or key concepts and skills and makes this connection evident to students.
	Improvement Necessary	-Lesson generally does not build on prior knowledge of students or students fail to make connections.No effort is made to connect objectives of the lesson to prior knowledge of students.
	Ineffective	-No effort is made to connect objectives of the lesson to prior knowledge of students.
1.6. Competency 1.B.3 Skill in Delivering Instruction: Direct Instruction	Highly Effective	-Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. Content taught is comprehensible and well organized. Teacher demonstrates a high level of understanding related to lesson content/topic. Content is factually correct. Teacher uses teaching aids, examples, and relevant instructional strategies to improve understanding and engage students. Teacher explanation sparks student interest in the content.
	Effective	-Teacher explains concepts in a direct manner. Content is organized and the teacher remains on topic. Teacher demonstrates understanding of the lesson content/topic. Content is factually correct. Teacher emphasizes key points or main ideas in content. Teacher restates and rephrases instruction in multiple ways to increase understanding.
	Improvement Necessary	-Teacher delivers content that is factually correct. Content occasionally lack clarity and is not as well organized as it could be. Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding. Teacher does not adequately emphasize main ideas, and students are sometimes confused about key concepts.
	Ineffective	-Teacher may deliver content that is factually incorrect. Explanations may be unclear or incoherent and fail to build student understanding of key concepts. Teacher does not emphasize main ideas, and students are often confused about content.

1. Teaching Procedures

Number of Competencies: 13

Domain Description: Teachers use Indiana College and Career Readiness Standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to variations in student progress.

1.7. Competency 1.B.4 Skill in Delivering Instruction: Guided Practice/Checking for Understanding	Highly Effective	-Teacher provides multiple opportunities of differentiated content for student engagement. Practice sparks student interest in the content. Teacher works with students to gain understanding of the concept through practice, examples, with students engaged in the process. Teacher checks for understanding at higher levels by asking pertinent scaffold questions that push thinking throughout the lesson and at the end. Teacher prompts high quality student responses.
	Effective	-Teacher provides opportunities of differentiated content for student engagement. More than ¾ of the students are engaged and on-task. Students are encouraged to work through examples with the teacher. ELL and IEP students have the appropriate accommodations to be engaged in content. Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" on the class's understanding. Teacher systematically assesses every student's mastery of the objective and content throughout and at the end of the lesson.
	Improvement Necessary	-Teacher may miss opportunities to provide ways of differentiating content for student engagement. Fewer that ¾ of the students are engaged and many are off-task. Teacher sometimes assess for mastery at the end of the lesson. ELL and IEP students are sometimes given appropriate accommodations to be engaged in content. Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to theses students.
	Ineffective	-Teacher continues with planned instruction, even when it is obvious that students do not understand content. Less than ½ of the students are engaged and many are off-task. Teacher never assesses for mastery at the end of the lesson. ELL and IEP students are not provided with accommodations to engage in content. Teacher uses only one ineffective method repeatedly to check for understanding. Teacher frequently moves on before students demonstrate understanding, or teacher gives students the answer rather than allowing the students time to think through the answer.

1. Teaching Procedures

Number of Competencies: 13

Domain Description: Teachers use Indiana College and Career Readiness Standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to variations in student progress.

1.8. Competency 1.B.5 Skill in Delivering Instruction: Independent Practice	Highly Effective	-Lesson is appropriately challenging to students. Students are able to answer higher-level questions with meaningful responses. Teacher highlights examples of recent student work that meets high expectations. Students are encouraged to excel through opportunities for enrichment assignments.
	Effective	-Lesson is challenging to most students. Lessons are differentiated when appropriate based on student levels of understanding. Students have opportunities to practice, apply, and demonstrate their learning. Teacher shows patience and helps students move toward mastery of the objective and to persist when faced with difficult tasks.
	Improvement Necessary	-Lesson is not always challenging for students. Lessons push some students forward, but miss other students due to lack of differentiation based on student levels of understanding. While students may have some opportunities to practice and apply concepts, instruction is more teacher-directed than appropriate. Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying.
	Ineffective	-Lesson is not aligned with the developmental level of students. The tasks may be too hard or too easy. Lesson rarely pushed any student forward. Teacher does not differentiate instruction based on student levels of understanding. Practice is almost always teacher directed. Students have few opportunities to practice or apply concepts.
1.9. Competency 1.B.6 Skill in Delivering Instruction: Clear Directions	Highly Effective	-Teacher directions are clear. Tasks are organized in a way that makes follow through easy for students. Teacher checks for understanding before students are expected to independently complete tasks.
	Effective	-Teacher directions are clear to most students. Directions contain enough detail to develop understanding.
	Improvement Necessary	-Teacher directions are clear to some students. Few students are able to follow the directions without further teacher assistance.
	Ineffective	-Teacher directions are not clear to most students. Directions do not contain enough detail to develop understanding. Students are not able to follow through without considerable teacher follow up.

1. Teaching Procedures

Number of Competencies: 13

Domain Description: Teachers use Indiana College and Career Readiness Standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to variations in student progress.

1.10. Competency 1.C.1 Skill in Motivating: Teacher Enthusiasm	Highly Effective	-Teacher exhibits enthusiasm and physical presence to engage students learning. Students display a high level of participation and enthusiasm for the subject matter. Explanation sparks student excitement about interest in the content.
	Effective	-Teacher exhibits some enthusiasm or excitement about the lesson topic. Students display a moderate level of participation and enthusiasm for the subject matter.
	Improvement Necessary	-Teacher exhibits a low level of enthusiasm about the topic. Most students are not engaged or display a low level of participation. Students do not appear interested in the content.
	Ineffective	-Teacher is not enthusiastic when presenting the lesson. Students are not engaged resulting in little participation.
1.11. Competency 1.C.2 Skill in Motivating - High Standards of Work	Highly Effective	-Teacher takes into consideration the needs of all students. Teacher work expectations are high for all students. Teacher knows the abilities of students and encourages them to strive for success.
	Effective	-The teacher work expectations are appropriate for the student. Teacher reinforces positive character and behavior and uses consequences appropriately and discourages negative behavior. Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions.
	Improvement Necessary	-Teacher work expectations are appropriate for some but not all students based on specific needs. Teacher may praise positive behavior OR reinforce negative behavior, but not both. Teacher may focus on the behavior of a few students, while ignoring the behavior (positive and negative) of others.
	Ineffective	-Teacher does not have appropriate work expectations for students. Teacher rarely or never praises positive behavior. Teacher rarely or never addresses negative behavior.

1. Teaching Procedures

Number of Competencies: 13

Domain Description: Teachers use Indiana College and Career Readiness Standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to variations in student progress.

1.12. Competency 1.D.1 Skill in Questioning Techniques - Encourages High Level Thinking	Highly Effective	-Questions are closely related to student levels of comprehension and are appropriate to the purpose of the lesson. Teacher scaffolds questions for higher level thinking. Because of the questioning, students can make connections independently, demonstrating that they understand the content at a higher level.
	Effective	-Teacher asks questions that can be understood by the students and relate to the purpose of the lesson. Questions promote participation and relevant discussion. Teacher asks some higher order questions.
	Improvement Necessary	-Teacher asks questions that are inconsistently understood by students. Few questions relate to the topic of the lesson.
	Ineffective	-Teacher does not ask questions that are understood by a majority of the students. The questions do not relate to the purpose of the lesson. The teacher rarely asks higher order questions.
1.13. Competency 1.D.2 Skill in Questioning Techniques- Reinforcement For Further Understanding	Highly Effective	-Teacher consistently incorporates paraphrasing, positive feedback and confirmation of response. Teacher is able to effectively assist students based on their responses.
	Effective	-Teacher uses some paraphrasing, positive feedback, and confirmation of response to reinforce student learning and to help those who need assistance. Teacher offers reinforcement of students' responses.
	Improvement Necessary	-Teacher uses little paraphrasing, positive feedback, or confirmation of responses. Reinforcement is inconsistent. There is little reinforcement of student learning and/or assistance given.
	Ineffective	-Teacher does not use paraphrasing, positive feedback, and/or confirmation of response. There is no reinforcement of student learning and/or assistance given.

2. Classroom Management

Number of Competencies: 3

Domain Description: Teachers use school and corporation behavior guidelines with consistency including: School Wide Positive Behavior Supports, Response to Intervention, Student Handbook, and building level procedures.

2.1. Competency 2.A.1 Effective Classroom Management and Control: Reasonable Rules, Consequences and Procedures	Highly Effective	-Classroom procedures are evident. Classroom rules and consequences are clearly posted and followed. Consequences are appropriate and progressively implemented.
	Effective	-Classroom procedures are in place. Classroom rules and consequences are posted. Consequences are appropriate but not always progressively implemented.
	Improvement Necessary	-Classroom procedures are inconsistent. Classroom rules and consequences are inconsistent. Consequences are not always appropriate and not always progressively implemented.
	Ineffective	-Classroom procedures are not in place. Classroom rules and consequences are not posted and followed. Consequences are not appropriate and not progressively implemented.
2.2. Competency 2.A.2 Effective Classroom Management and Control: Fair and Respectful Manner	Highly Effective	-Teacher treats all students in a fair and respectful manner. Teacher consistently uses positive reinforcement. Teacher consistently uses corrective feedback when addressing negative behaviors. Teacher demonstrates good rapport with students.
	Effective	-Teacher treats students in a fair and respectful manner. The teacher uses positive reinforcement and/or corrective feedback. Teacher is friendly and caring (calls students by name, converses in an appropriate manner, makes eye contact, smiles).
	Improvement Necessary	-Teacher does not treat all students in a fair or respectful manner. Some students may appear to be favored. Teacher may focus on the behaviors of a few students, whole ignoring the behavior (positive or negative) of others. Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both.
	Ineffective	-Teacher does not treat students in a fair and/or respectful manner. Teacher does not use positive reinforcement with students. Teacher does not provide corrective feedback. Teacher is not friendly. Teacher rarely or never addresses negative behaviors.

2. Classroom Management

Number of Competencies: 3

Domain Description: Teachers use school and corporation behavior guidelines with consistency including: School Wide Positive Behavior Supports, Response to Intervention, Student Handbook, and building level procedures.

2.3. Competency 2.A.3 Effective Classroom Management and Control: Monitoring Students and use of Proximity	Highly Effective	-Teacher is aware of where students are and what they are doing. Teacher moves freely around the room in order to assist and engage students in the learning process.
	Effective	-Teacher is aware of where students are and what they are doing most of the time. Teacher movement patterns enhance the learning process. Teacher gives passes to students when leaving the room.
	Improvement Necessary	-Teacher leaves students unattended for short periods of time (one to three minutes). Teacher allows some students to leave the classroom without a pass, while others are provided one. Teacher sometimes walks around the classroom, but often sits.
	Ineffective	-Teacher does not monitor students inside the classroom and during activities outside the classroom. Teacher leaves the classroom unattended. Teacher allows students to come and go from the classroom without a pass. Teacher sits or does not walk around to monitor students or to enhance the learning process.