

**CENTERVILLE~ABINGTON**

**COMMUNITY SCHOOL CORPORATION**

**Teacher as Agent of Continuous Improvement**

**Evaluation Manual**

**Revised March 13, 2012**



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**CENTERVILLE~ABINGTON  
COMMUNITY SCHOOL  
CORPORATION**

**JOB DESCRIPTION AND EVALUATION  
PROCESS**

**Teacher Evaluation Program**

## **Job Description**

### *Teacher as Agent of Continuous Improvement*

**TITLE:** Teacher

- QUALIFICATIONS:**
1. A valid Indiana teaching license, certificate, or other legal credentials required for level of assignment.
  2. Demonstrates continued professional development through coursework, research, seminars/workshops, and/or peer collaboration.
  3. Has working knowledge of the subject matter, classroom management techniques, current research-based best practices and strategies, and students' learning styles and needs, both academic and affective.
  4. Has working knowledge of leading curricular change, implementing instructional effectiveness, managing classroom learning, practicing reflective assessment, and building learning networks.

**REPORTS TO:** Principal and/or designee

**JOB GOAL:** In the best interest of every student, the teacher is committed to the belief that all students are unique and can learn. He/She creates an educational program that meets the diverse needs of all students.

### **PERFORMANCE RESPONSIBILITIES**

1. Centerville-Abington teachers know the subjects they teach and how to teach those subjects to students.
2. Centerville-Abington teachers are committed to students and their learning.
3. Centerville-Abington teachers are responsible for managing and monitoring student learning. Centerville-Abington teachers select, adapt, and individualize materials appropriate for diverse student populations and skills
4. Centerville-Abington teachers think systematically about their practice, evaluate their own instructional effectiveness, and learn from experience.
5. Centerville-Abington teachers are members of learning communities. Centerville-Abington teachers collaborate with peers to develop, plan, and implement best practices based on the needs/abilities of the students.

## **PERFORMANCE RESPONSIBILITIES (cont.)**

6. Centerville-Abington teachers acquire knowledge of the goals of the Centerville-Abington Community Schools and site/School Improvement Plan (SIP) to support and achieve those goals.
7. Centerville-Abington teachers collaborate and communicate regularly with families in making educational decisions and use family and community resources.
8. Centerville-Abington teachers regularly utilize multiple forms of assessment to assess students' developmental, cognitive, and social needs and provide developmentally appropriate instruction to meet those needs.

**This list is not conclusive, but denotes those areas of importance.**

## **TEACHER CODE OF ETHICS**

The following Code of Ethics sets forth standards of professional conduct for all teachers. This code applies to all persons licensed as teachers according to rules established by the Indiana Board of Teaching.

- A. A teacher shall provide professional educational services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

## **Centerville-Abington Community Schools Teacher Evaluation Process**

### **Purpose**

We believe the Centerville-Abington Community Schools is a learning community. In our learning community, learning for everyone – students, teachers, and administrators – is viewed as an ongoing process. The development of the Centerville-Abington Community Schools Teacher Evaluation process was a collaborative effort between the Centerville-Abington Education Association and the Centerville-Abington Community Schools Administration.

The purpose of the Centerville-Abington Community Schools Teacher Evaluation Process is threefold: 1) quality assurance; and 2) professional growth and development and 3) comply with Indiana State Code. Summative measures shall be used to evaluate performance as required by IC 20-18-2-22, IC 20-19-2-8, IC 20-28-6-7.5, IC 20-28-6-8, IC 20-28-7.5, IC 20-28-11.5-8 and LSA #11-405 (F) (affecting 511 IAC 10-6-4 Evaluation Measures Authority including IC 20-31-4, IC 20-28-11.5-8, IC 20-19-2-8, IC 20-35-5, IC 20-37-1-1, IC 36-1-7, 20-28-7.5, and 20-28-9-1). Summative and Formative data/evidence will be used to enhance professional practice.

## The Six Domains of Teaching Responsibility

Six Domains of Teaching Responsibility serve as the cornerstone for Centerville-Abington's Teacher Evaluation Process. The Five Domains of Teaching Responsibility include: 1) Classroom Culture; 2) Purposeful Planning; 3) Effective Instruction; 4) Assessment; 5) Professional Leadership; and 6) Core Professionalism.

### The Evaluation Cycle

**Teachers** shall be evaluated using multiple sources of evidence and data. A minimum of two classroom observations (at least one announced) shall be done annually. A formal conference must be held to share the final summative evaluation. Additional observations, evaluations, and professional/growth/improvement plans are to be completed as needed during the school year. At the summative conference, teachers will receive a rating of highly Effective, Effective, Improvement Necessary, or Ineffective. Any teacher receiving an **Ineffective** or **Improvement Necessary** rating at the summative evaluation conference will be provided with a Remediation Plan by the evaluator.

Evidence/Data to support documentation of Teaching Responsibility and the Six Domains will include:

- ~ Formal Classroom Observation

Additional evidence/data to support documentation of Teaching Responsibility and the Six Domains may include:

- ~ Classroom walk-throughs
- ~ Professional development activities/classes/coursework
- ~ Portfolios
- ~ Pre/Post Observation Lead Questions
- ~ Self-Reflection and Goal-Setting
- ~ Parent communication
- ~ Pre/Post observation conferences

**Centerville-Abington Community School Corporation  
Teacher Evaluation Program**

**Teachers**

Teachers shall be evaluated using multiple sources of data/evidence. Two observations shall be done annually (minimum of one announced). Data/evidence from on-going formal and/or informal observations shall be collected throughout the year. Both formal and informal data/evidence shall be compiled and a written summative evaluation conference shall be completed annually.



**Pre-Observation Conference**

The evaluator meets with the teacher prior to the observation to discuss the classroom setting, learning goals, and areas of concern.



**Formal Observation**

The evaluator observes the teacher in the classroom setting annually.



**Post-Observation Conference**

The evaluator meets with the teacher following the observation to discuss the lesson observed.



**Further Data/Evidence Sharing/Gathering**

Further formative information is gathered throughout the school year. Evidence/Data may be compiled through other review/observation methods such as: Classroom walk-throughs, professional development activities/classes/coursework, professional growth/improvement/remediation plans portfolios, pre/post observation lead questions, self-reflection and goal-setting, and parent communication.



**Self-Evaluation**

The Professional Self-Reflection Growth form shall be completed by the teacher to be included in the summative evaluation.



**Summative Evaluation**

This written summative evaluation and conference shall be completed annually by the teacher with the evaluator. Teacher receives a rating of either Highly Effective, Effective, Improvement Necessary, or Ineffective.



**Teacher Receiving Highly Effective  
or Effective Rating**

Teacher has completed evaluation cycle for year.



**Teacher Receiving Improvement  
Necessary or Ineffective Rating**

Evaluator and teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the Summative Evaluation.



**CENTERVILLE~ABINGTON  
COMMUNITY SCHOOL  
CORPORATION**

**FORMS**

**Teacher Evaluation Program**



## Centerville-Abington Community Schools

### *“Teacher as Agent of Continuous Improvement” Pre-Observation Conference Lead Questions*

*(The following questions may be used by the evaluator to help focus the pre-observation conference.)*

Teacher: \_\_\_\_\_ Pre-Observation Conference Date: \_\_\_\_\_

1. *Briefly describe the students in the class, including those with special needs (inclusion).*
2. *If you have a special education aide/teacher in the room, how will he/she support student learning?*
3. *What are the learning goals for the lesson and what do you expect the students to learn?*
  - a. *How do these goals align with our curriculum guide/P.L. 221/school improvement plan/state standards?*
  - b. *How do you plan to assess student achievement of the goals (what evidence will you collect to know that learning has occurred)?*
  - c. *What assessment tools will you use to assure learning occurred (i.e., teacher observations, student work samples, rubrics, student learning logs, performance tasks, scoring guides, test, projects, etc.)?*
  - d. *What data will you collect to support the assessment?*
  - e. *How will you engage your students in the lesson and how will you differentiate your lesson to meet different student learning styles, student attitudes, and creativity?*
4. *How do you plan to engage students' learning in the content area standards?*
5. *What learning tools, (i.e., strategies, props, technology, multi-media equipment, or other technology resources) will you use to facilitate learning?*
6. *What difficulties do students typically experience in this content area and how do you plan to respond to these difficulties?*
7. *What will I see that you are implementing as the result of staff/professional development activities?*
8. *Is there something you would like for me to observe (or collect data) to give you feedback during this observation.*

Lesson Observation Date and Time: \_\_\_\_\_ Post-Observation Conference date: \_\_\_\_\_



# Centerville-Abington Community Schools

## *“Teacher as Agent of Continuous Improvement”*

### *Post - Observation Lead Questions*

*(The following questions may be used by the evaluator to help focus the post-observation conference.)*

**Teacher:** \_\_\_\_\_ **Date of Post-Observation Conference** \_\_\_\_\_

1. *How do you feel the lesson went today?*
  
2. *What components of the lesson went well?*
  
3. *Did you notice anything that interfered with the intended lesson outcomes?*
  
4. *How did the planned lesson compare with what happened in the classroom?*
  
5. *What do you think that you did to facilitate engaged student learning and how do you know? (What is your evidence?)*
  
6. *What type of progress are you making toward student achievement goals?*
  
7. *Look over and discuss the areas of the six teaching domains that relate to observation and/or evaluation.*
  
8. *What professional opportunities or resources might help you meet your professional goals?*



**Centerville~Abington Community School Corporation**  
**Teacher as Agent of Continuous Improvement**  
**Professional Self-Reflection Growth Form**

This form provides an opportunity for a teacher to present evidence that may not have been reflected in other data/evidence gathering manners. This form will be completed by the teacher and attached to the summative evaluation form. Return this completed form before your summative evaluation conference.

\_\_\_\_\_  
Name

1. **Classroom Culture** - I have created a classroom environment that fosters a climate of urgency and expectations around achievement, excellence and respect in the following ways:
  
2. **Purposeful Planning** – I have used content area 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 a lack of student progress in the following ways:
  
3. **Effective Instruction** – I have facilitated student academic practice so that all students are participating and have the opportunity to gain mastery of the objects in the following ways:
  
4. **Assessment** – I have used formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner in the following ways:
  
5. **Professional Leadership** - I have developed and sustained the intense energy and leadership within the school community to ensure the achievement of all students in the following ways:
  
6. **Core Professionalism** - I have maintained professionalism in attendance, tardies, rules/procedures/policies, and respect/rapport in the following ways:

**Centerville-Abington Community Schools**  
**Centerville, Indiana**  
**2012-2013**



## **SUMMATIVE EVALUATION FORM FOR TEACHERS**

Name \_\_\_\_\_

Evaluation Year \_\_\_\_\_

Grade Level/Subject \_\_\_\_\_ School \_\_\_\_\_

Total Years Teaching Experience \_\_\_\_\_

*Evaluation of the effectiveness of teaching is basic to improved instruction and professional growth. The criteria listed in each area of effective teaching will assist both teachers and administrators in the evaluation process. The criteria will allow evaluators to make conclusions about the effectiveness of teachers. Teachers will be rated as highly effective, effective, progressing, or ineffective based on the evaluation criteria and student growth data.*

### **Ratings for Each Statement in Each of the 6 Domains**

**Highly Effective** - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed. Score = 3

**Effective** - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 2

**Improvement Necessary** - Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. Score = 1

**Ineffective** - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by administrator. Score = 0

**5 Domains:** ***Classroom Culture***  
***Purposeful Planning***  
***Effective Instruction***  
***Assessment***  
***Professional Leadership***

**6<sup>th</sup> Mandatory Domain:** ***Core Professionalism: Attendance, Tardies, Policies/Procedures; and Respect/Rapport***

**Classroom Culture: Teachers create a classroom environment that fosters a climate of urgency and expectations around achievement and excellence, and respect. Scoring is a 3, 2, 1 or 0 for each question with 21 Points Possible**

\_\_\_\_\_ 1. There is evidence that the teacher exudes high expectations for all students; convincing students they will master the material and encouraging all learners to take pride in their achievement.

\_\_\_\_\_ 2. The teacher recognizes the efforts of individual learners and consistently reinforces positive behavior.

\_\_\_\_\_ 3. There is evidence that the teacher purposefully creates a safe, well-organized and visually stimulating space that invites and celebrates serious academic work, maximizing student engagement through an environment conducive to learning.

\_\_\_\_\_ 4. There is evidence of open communication both to and from the learner that is inclusive, flexible, and inviting thus establishing a nurturing learning environment.

\_\_\_\_\_ 5. Treats learners fairly and deals with classroom behavior in a consistent manner, so that inappropriate, off-task or challenging behaviors are addressed immediately and appropriately and there is no impact on learning.

\_\_\_\_\_ 6. There is evidence that the teacher is able to create an environment of mutual respect and positive rapport, with no instances of disrespect by the teacher.

\_\_\_\_\_ 7. Classroom procedures and routines are evident so the schedule and transitions maximize instructional time and allow for effective record keeping.

\_\_\_\_\_ **Total score out of 21 points possible**

**Evidence (classroom rules, discipline logs, classroom observation, lesson plans, display of student work, classroom work samples)**

***Purposeful Planning:*** Teachers use content area 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 a lack of student progress. Guidance counselors may have weekly, monthly, and yearly plans rather than daily lesson plans. Scoring is a 3, 2, 1 or 0 for each question with 15 points possible.

\_\_\_\_\_ 1. There is evidence that the teacher develops challenging and measurable annual student achievement goals with clear benchmarks to help monitor learning and inform interventions throughout the year.

\_\_\_\_\_ 2. The teacher plans daily lessons by identifying lesson objectives that are aligned to state content standards; matching instructional strategies to the lesson objectives; and designing routine assessments that measure progress towards mastery.

\_\_\_\_\_ 3. There is evidence that the teacher plans instruction by identifying content standards that students must master, articulating essential questions, creating assessments before instruction begins for backwards planning, and allocating an instructionally appropriate amount of time for learning.

\_\_\_\_\_ 4. There is evidence the teacher designs meaningful and relevant assignments that fully engage students and clearly connect activities and assessment to student understanding.

\_\_\_\_\_ 5. There is evidence the teacher plans instruction based upon knowledge of subject matter, student's interests, the community, and the curriculum goals in a culturally responsive manner.

\_\_\_\_\_ **Total score out of 15 points possible**

**Evidence (unit plans, daily lesson plans, assessments, student learning goal sheets, assignment samples)**

**Effective Instruction: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. Scoring is a 3, 2, 1 or 0 for each question with 36 points possible.**

\_\_\_\_\_ 1. The teacher effectively develops student's understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective, and referring back to the objective at key points during the lesson.

\_\_\_\_\_ 2. There is evidence that the teacher leverages a sense of purpose and urgency for classroom performance. Students can explain what they are doing and why. The students are actively engaged throughout the lesson.

\_\_\_\_\_ 3. Maximum instructional time is captured through well-executed routines, procedures and transitions, and efficient instructional pacing.

\_\_\_\_\_ 4. The teacher articulates and communicates clearly, restating and rephrasing instruction in multiple ways, meeting the needs of all learners. The content delivered is factually correct, well-organized, and accessible and challenging to all students.

\_\_\_\_\_ 5. The teacher responds to students' answers by probing for higher level understanding in an effective manner.

\_\_\_\_\_ 6. There is evidence that the teacher differentiates delivery of instruction based on assessment data to meet diverse student needs, and then considers learning styles to assess student progress.

\_\_\_\_\_ 7. Checks for understanding of content at key moments and modifies lessons accordingly.

\_\_\_\_\_ 8. The teacher routinely records student progress data, analyzes student progress toward mastery, and communicates progress to students.

\_\_\_\_\_ 9. After analyzing data the teacher reteaches, modifies long-term plans, and modifies practice as appropriate.

\_\_\_\_\_ 10. The teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

\_\_\_\_\_ 11. The teacher extends knowledge of subject beyond content in their teaching specialty and sparks a curiosity for learning beyond the required course work.

\_\_\_\_\_ 12. The teacher integrates technology with instruction to maximize student learning and create student engagement in higher level thinking skills.

\_\_\_\_\_ **Total score out of 36 possible points**

**Evidence (clearly stated visible goals, teacher observation, lesson plans containing higher level questions and technology, data reports, student progress reports)**



**Assessment:** Teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. Scoring is a 3, 2, 1 or 0 for each question with 9 points possible.

\_\_\_\_\_ 1. There is evidence the teacher uses information gained from assessments to improve teaching practice and student learning.

\_\_\_\_\_ 2. There is evidence the teacher provides opportunities for students to assess themselves and others.

\_\_\_\_\_ 3. There is evidence the teacher teaches students to use peer and self-assessment feedback to assess their own learning.

\_\_\_\_\_ **Total score out of 9 points possible**

**Evidence** (data reports, analysis of data reports, student self-assessment forms)

**Professional Leadership:** Teacher develops and sustains the intense energy and leadership within their school community to ensure the achievement of all students. Scoring is a 3, 2, 1 or 0 for each question with 18 points possible.

\_\_\_\_\_ 1. The teacher contributes valuable ideas and expertise to the school community.

\_\_\_\_\_ 2. The teacher demonstrates a high regard for others and coaches them through difficult situations and collaborates with colleagues to make the school community successful.

\_\_\_\_\_ 3. The teacher pursues opportunities to improve knowledge and practice, welcomes constructive feedback to improve practice, and actively participates in professional development.

\_\_\_\_\_ 4. The teacher attempts to remedy obstacles in student achievement. There is evidence of commitment, hard work, patience, tenacity, and calculated risk to ensure student success.

\_\_\_\_\_ 5. The teacher interacts with parents and develops positive relationships with students and parents. The teacher attends conferences and meetings and responds to parents in a timely manner.

\_\_\_\_\_ 6. The teacher remains abreast of current research about student learning, child development, and new and innovative resources.

\_\_\_\_\_ **Total score out of 18 points possible**

**Evidence** (teacher observation, professional development logs, conference and meeting attendance, research sharing)

***Mandatory Domain Core Professionalism:*** Each teacher must pass each of these mandatory core professional areas each year. If any of the four areas listed here are deemed unsatisfactory, the teacher will be notified annually of the improvements necessary. **4 Core Areas: Attendance; Tardies; Rules/Procedures/Policies; and Respect/Rapport**

**Pass = 1 point; Failure = 0 points and placed on improvement plan with mandatory improvement or termination follows the end of the present school year.**

\_\_\_\_\_ **Total Score is 1 or 0.**

***Total Possible 100 points***

## Student Achievement/Growth Data

**Scoring:** Part B score (100 points possible) will be calculated by the achievement of students in the classroom, based on objective data such as ISTEP, Student Learning Objectives, End of Course Assessments (ECA), and/or Locally Identified Assessments (LIA).

Teachers, in collaboration with evaluators, will determine appropriate and relevant data that will provide evidence of student growth. The data will be collected and presented at the time of the final evaluation. Student Growth Data will account for 50% of the total Summative Evaluation rating.

Grades 4 – 8 teachers must utilize ISTEP as the primary Achievement/Growth Data piece. Other achievement/growth data pieces may be utilized in compiling a teacher's Student Achievement/Growth Data score, yet ISTEP must be weighted the most of those pieces.

### **Sample Student Growth Criteria: 50% or 100 points**

80-100% of total students a teacher has any given year must pass at a rate of at least 80% correct responses on an end of course assessment and/or standardized test approved by the school corporation to be used for growth assessment to be considered a highly effective teacher. In subjects tested by the state, those are mandatory in assessing a teacher and will compose the primary measure of student learning.

60-79% of total students a teacher has any given year must pass at a rate of at least 80% correct responses on an end of course assessment and/or standardized test approved by the school corporation to be used for growth assessment to be considered an effective teacher. In subjects tested by the state, those are mandatory in assessing a teacher and will compose the primary measure of student learning.

40-59% of total students a teacher has any given year must pass at a rate of at least 80% correct responses on an end of course assessment and/or standardized test approved by the school corporation to be used for growth assessment to be considered a teacher in need of an improvement plan and is labeled as such. In subjects tested by the state, those are mandatory in assessing a teacher and will compose the primary measure of student learning.

Below 40% of total students a teacher has any given year do not pass at a rate of at least 80% correct responses on an end of course assessment and/or standardized test approved by the school corporation to be used for growth assessment to be considered a teacher in need of an improvement plan and is labeled as ineffective. In subjects tested by the state, those are mandatory in assessing a teacher and will compose the primary measure of student learning.

**Sample Score for Student Achievement Growth Data Category 1: 50% or 100 pts. poss.**

Growth for at least 80% of the students will result in a score of 80-100 points

Growth for 60-79% of the students will result in a score of 60-79 points

Growth for 40-59% of the students will result in a score of 40-59 points

Growth of 39.9% or fewer of the students will result in a score of zero 0-39 points

**Sample Evaluation scoring:** 84% pass rate = 84 points

“Those teachers who are required to use a state mandated assessment in the data component may use local assessments in addition to the state assessment.

Grades 4-8 are required to use the state assessment as the primary piece of student data in a multiple assessment data piece.” 51% / 49% Rule

**Summary and Rating: Evaluation Instrument**

Based on multiple observations and classroom visits, in addition to examination of student achievement data, the evaluator/s can make the following conclusions based evaluation criteria:

Indicator		Max. Poss. Pts.	Percent of Total
Classroom Culture		21	20%
Purposeful Planning		15	15%
Effective Instruction		36	35%
Assessment		9	12%
Professional Leadership		18	18%
Total	Category 2	99 + 1 = 100 Points	50%
Student Growth	Category 1	100 Points	50%

**Sample Calculation for Evaluation Piece**

Total points scored in five areas of evaluation comprises 50% of total scoring  
 Sample: 84 points scored in 5 domains plus 1 point in Mandatory Domain

**Sample Total for Category 1 and 2: 84 + 84 = 168 = Highly Effective**

**Sample Overall Rating Scale from Evaluation and Achievement/Growth combined:**

Key w/data	Optional Scoring + or - Pts	Rating
160-200 points		Highly Effective
140-159.999		Effective
120-139.999		Needs Improvement
120 and below		Ineffective

\* See Elementary/Middle School and High School Teachers Category Optional Scoring to add points to scoring in Evaluation and/or Achievement/Growth that may add or subtract from the total in the column above.

Overall Rating Score:

**CENTERVILLE~ABINGTON  
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**REFLECTION SHEETS**

**Teacher Evaluation Program**

**CENTERVILLE~ABINGTON  
COMMUNITY SCHOOL  
CORPORATION**

**TEACHER ASSISTANCE AND  
REMEDICATION PROGRAMS**

**Teacher Evaluation Program**

### **Teacher Assistance Program**

The Teacher Assistance Program is intended to provide assistance and support for teachers in teaching domain areas that need improvement. The teacher may be asked to identify a mentor-colleague to participate in the improvement planning. Evaluators must share that this program is an option as part of an on-going evaluation process.

If a teacher has received a rating of *ineffective* or *improvement necessary* rating in any of the six domains of any Formative Evaluation, the evaluator and/or teacher may decide to place the teacher on a Teacher Assistance Program. A teacher who receives a Summative Evaluation rating of *ineffective* or *improvement necessary* for one Summative Evaluation shall be placed on a Remediation Plan

The steps of the Assistance Program include:

- A. Summative Evaluation conference
- B. Assistance Planning conference
- C. Documentation

The activities during these steps will include:

- A. During an evaluation conference, the evaluator will discuss with the teacher the areas of concern. The teacher will be given a written copy of the following:
  1. Professional performance/teaching domain area(s) of concern.
  2. Specific, reasonable expectations, which would strengthen the teacher's performance.

A date for an assistance planning conference will be mutually identified. A teacher may elect to notify the CEA that he/she has been placed on an Assistance Plan. The teacher shall be given the opportunity to respond, in writing, to this review, such response becoming a part of the employment file.

- B. During the Assistance Planning conference, the teacher and evaluator will work, collaboratively, to outline deficiencies and a plan for improvement, using the Teacher Assistance Plan Form. The teacher may elect to have CEA representation at this and any subsequent meeting.
- C. During the following school year:  
The teacher will create a portfolio of work which addresses the weaknesses and which documents teacher strengths and/or improvements. This document may be placed in the employee's file. The evaluator is responsible to have documented-contact with the teacher throughout the year to dialogue and provide support.
- D. At the end of the documentation year, the Summative Evaluation conference will be used to evaluate all domains as well as to review progress made on the Assistance Plan. At this time, the evaluator will inform the teacher whether or not sufficient improvement has been made in the area(s) identified in the Assistance Plan.



## Teacher Assistance Plan Form

Teacher's Name \_\_\_\_\_

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

This form will be completed for each deficiency cited in the most recent Summative Evaluation.

A. Identify the Domain area and subtopic of concern.

DOMAIN: \_\_\_\_\_

SUBTOPIC: \_\_\_\_\_

\_\_\_\_\_

B. Identify objectives of the Assistance Plan. List specific actions that will strengthen the teacher's performance.

C. Identify resources and special support that will be provided. Include staff development opportunities and additional materials.

D. Establish a schedule of support activities. Identify how often teacher and evaluator will meet to discuss progress on this plan.

Signatures:

Our signatures indicate that this plan was developed in a collaborative process.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Evaluator

**Teacher Self-Reflection Narrative  
based on the  
Teacher Assistance Plan**

Please complete separate narrative for each deficiency cited.

**Deficiency addressed:**

**Review of Activities:**

**Evidence of how activities have influenced, and will continue to influence,  
professional practice:**

## Teacher Assistance Plan Evaluation Report

To be completed by Evaluator.

Teacher's Name \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

This form will be completed for each deficiency outlined in the Teacher Assistance Plan.

A. List dates of meetings, conferences, and/or observations held in regards to this plan.

B. Narrative summary of progress made.

C. Recommendations

Teacher will return to normal evaluation cycle.

Teacher will be placed on a Teacher Improvement Plan.

Signature:

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

## Teacher Remediation Program

A teacher who receives a Summative Evaluation rating of *ineffective* or *improvement necessary* for one Summative Evaluation shall be placed on a Remediation Program . The Teacher Remediation Program is intended to provide remediation of teaching domain areas for which a teacher has been deficient. The Superintendent or designee will notify the President of the CEA, in writing, that a staff member has been placed in the Teacher Remediation Program. The teacher may be asked to identify a mentor-colleague to participate in the improvement planning. The teacher may elect to have CEA representation at any Teacher Remediation Program conferences.

The steps in the Teacher Remediation Program include:

- A. Planning conference
- B. Plan activities
- C. Teacher Self-Reflection report
- D. Plan Evaluation conference

The activities during these steps will include:

- A. The Planning conference will include the evaluator and the teacher. It may include the mentor-colleague. It may also include the Superintendent or designee and may include the CEA President or designee. The Remediation Program will be written in collaboration with the evaluator and the teacher. The Remediation Program will include:
  - 1. A list of the deficient teaching domains;
  - 2. A list of specific, reasonable performance expectations;
  - 3. A list of any professional development activities;
  - 4. A list of support provisions from the evaluator, the colleague-mentor, or others;
  - 5. A timeframe for completion of the plan with a maximum of 90 school days.
- B. The teacher, evaluator, and mentor-colleague will carry out the activities outlined in the plan. The evaluator is responsible to have documented-contact with the teacher throughout the 90 school days to dialogue and provide feedback.
- C. The teacher will complete the Teacher Self-Reflection report. The report will include a review of the improvement activities and how they have influenced the teacher's professional practice.
- D. At the end of the 90 school days timeframe identified in the plan, the evaluator will conduct a Remediation Program Evaluation conference. The evaluator will submit a summative narrative detailing the assistance period and recommendations. Should the evaluator determine said deficiencies have not been corrected, the staff member may be subject to termination.

## Teacher Remediation Program

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

School: \_\_\_\_\_ Grade Level/Subject Area: \_\_\_\_\_

Directions: The permanent teacher shall complete a form for each domain identified for improvement in collaboration with the building principal.

Domain identified for improvement:

- |  |   |
|--|---|
| <input type="checkbox"/> Classroom Culture       | <input type="checkbox"/> Purposeful Planning  |
| <input type="checkbox"/> Effective Instruction   | <input type="checkbox"/> Assessment           |
| <input type="checkbox"/> Professional Leadership | <input type="checkbox"/> Core Professionalism |

Goal to address domain identified for improvement:

Strategies to be used for attainment of goal: (The activities that you will be doing.)

Resources/special support to be used: (e.g. people, time, material, staff development, etc.)

Indicators of Goal Attainment: (How will you know you have attained this goal? What evidence will support progress?)

Proposed timeline for implementation of program:

My signature indicates this plan was developed in a collaborative process with my building principal.

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

**Teacher Self-Reflection Narrative  
based on the  
Teacher Remediation Program**

Please complete separate narrative for each deficiency cited.

**Deficiency addressed:**

**Review of Activities:**

**Evidence of how activities have influenced, and will continue to influence,  
professional practice:**

## **Teacher Remediation Program Evaluation Report**

To be completed by Evaluator.

Teacher's Name \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

This form will be completed for each deficiency outlined in the Teacher Remediation Program.

D. List dates of meetings, conferences, and/or observations held in regards to this program.

E. Narrative summary of progress made.

F. Recommendations

Signature:

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

**CENTERVILLE~ABINGTON  
COMMUNITY SCHOOL  
CORPORATION**

**DEFINITIONS**

**Teacher Evaluation Program**



## Definitions

**Assessment** – Teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Core Professionalism** – Each teacher must satisfactorily pass each of these mandatory core professional areas each year: Attendance, Tardies, Rules/Procedures/Policies, and Respect/Rapport.

**Effective Instruction** - Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.

**Evaluation Comments** – These statements are written by the evaluator as part of the summative evaluation conference form. These comments should reflect the proficiency level of the teacher in regards to each teaching domain found on the form. The teacher may be found to be proficient with distinction, proficient, have an emerging proficiency, or may need improvement for any one of the expectations within the five domains. Comments should also reflect material from the Professional Self-Reflection Growth Form submitted by the teacher.

- ❖ *Highly Effective*– Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed.
- ❖ *Effective* – Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are generally self-directed.
- ❖ *Improvement Necessary* – Performance typically exhibits strengths that impact favorably on students and school climate.
- ❖ *Ineffective*– Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified and an improvement plan will be developed. Direct and immediate intervention is required by administrator.

### Evidence of Student Growth (Gr. 3 – 8 will be using the Growth Model) -

**PL 221** - Public Law 221 (P.L. 221) is Indiana’s comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999 (prior to the Federal No Child Left Behind Act of 2001), the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L. 221 places Indiana schools (both public and accredited non-public) into one of five categories based upon student performance and improvement data from the state’s ISTEP+ and End-of-Course Assessments.

- A (Exemplary Progress)
- B (Commendable Progress)
- C (Academic Progress)
- D (Academic Watch – Priority)
- F (Academic Probation – High Priority)

### **Definitions (continued)**

**Professional Leadership** – Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

**Professional Self-Reflection Growth Form** – Allows the teacher to do a self-reflection of their professional experiences since the last evaluation. This form is to be completed by the teacher and given to the evaluator at the date requested before the written summative evaluation is completed.

**Purposeful Planning** – Teachers use content area 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 a lack of student progress. Guidance counselors may have weekly, monthly, and yearly plans rather than daily lesson plans.

**Student Achievement/Assessment Data** – Teachers, in collaboration with administrators/evaluators, will determine appropriate and relevant data that will provide evidence of student achievement and growth. The data will be collected and presented at the time of the final evaluation. Student Achievement Data will account for 50% of the total evaluation rating.

**Teacher Assistance Plan** – A collaborative plan developed by the evaluator and the teacher designated for assistance to improve identified deficiency in the teaching domain.

**Teacher Remediation Plan** – A plan developed by the evaluator for immediate and time-sensitive changes to improved identified deficiency(ies) in the teaching domain.