Staff Performance Evaluation Plan Submission Cover Sheet

SY 2022-2023

Context: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This cover sheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

School Corporation Name	Scott County School District 2
School Corporation Number	7255
Evaluation Plan Website Link	www.scsd2.k12.in.us

For the 2022-2023 School Year, we have adopted the following Evaluation Model:

☐ The System for Teacher and Student Advancement (TAP)

☐ The Peer Assistance and Review Teacher Evaluation System (PAR)

X RISE 3.0 State Model (few slight local tweaks)- We use Standards For Success

☐ Locally Developed Plan

☐ Other_____

Instructions:

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

Submission:

Once completed, please **upload this cover sheet via the following Jotform by Friday, September 16, 2022.** If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this cover sheet as a single PDF. Please make sure the link provided will lead directly to your evaluation plan, and that a login and password will not be required for access. Contact Dr. Rebecca Estes, Senior Director of Educator Talent, with any questions.

Evaluation Plan Discussion			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	2-3

Annual Evaluations			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
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, principals and superintendents	3
Annual performance evaluations include a minimum of two (2) observations	511 IAC 10-6-5	A minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation	12

Evaluators

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
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 ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators	2
Teachers acting as evaluators (*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(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	Description of who will serve as evaluators Process for determining evaluators	N/A
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	2

Rigorous Measures of Effectiveness

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	Observation rubrics - for *all* certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (*e.g.*, surveys)	Scott County #2 Modified RISE Rubric Attachment

Evaluation Feedback

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	Process and timeline for delivering feedback on evaluations Process for linking evaluation results with professional development	11-12

Designation in Rating Category

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3)	Summative scoring process that yields placement into each performance category Weighting (broken down by percentage) of all evaluation components	4; 7-9
A definition of negative impact for certificated staff A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	Definition of **negative impact** on student growth for all certificated staff Description of the process for modifying a final summative rating for negative growth	10

Feedback and Remediation Plans

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
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(a)	System for delivering summative evaluation results to employees	11-12
Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	Remediation plan creation and timeframe Process for linking evaluation results with professional development	11-12
Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	11-12
Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	11-12

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
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(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	10
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	10

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SCOTT **2**

CERTIFICATED EMPLOYEE EVALUATION PLAN

TABLE OF CONTENTS

PREFACE

This Certificated Employee Evaluation Plan has emerged from the efforts and ideas of both Scott District 2 Administrators and Certificated Employees. The plan is based on the Indiana RISE Model with Effectiveness Rubrics being modified for Teacher, Guidance Counselors, Librarians/Media Specialists, Director of e-Learning, Title One Building Coordinators, and District Administrators. Besides the contents of this plan, any additional information regarding the Indiana RISE Model can be found at http://www.riseindiana.org.

A committee of Administrators and Certificated Employees will utilize the school corporation's established discussion procedure to annually review the plan.

As per compliance with Indiana Code 20-28-11.5-8(d), any modification in the plan will be reported annually to the Indiana Department of Education (IDOE).

SCHOOL BOARD POLICY

The Scott County School District 2 Board of School Trustees shall employ only highly qualified professional personnel as Certificated Employees, as defined by the Every Student Succeeds Act. In essence, all professional personnel will be explicitly licensed in the area in which they serve. The Scott County School District 2 Administration shall assess the services of the professional personnel and submit assessments in writing to the Superintendent of Schools in such a manner and at such times as may be determined by the Board of School Trustees and the Superintendent of Schools. Certificated Employees shall be assessed on a combination of Professional Practice and Student Learning.

Only District Administrators who have received training and support in evaluation skills specific to the Indiana RISE model will evaluate Certificated Employees. Such administrators will officially serve as evaluators and receive annual professional development.

MISSION

The Scott County School District 2 Certificated Employee Evaluation Plan complies with I.C. 20-28-11.5 and is fair, credible, and accurate. The evaluation:

- Is Annual: Every Certificated Employee, regardless of experience, deserves meaningful feedback on his or her performance on an annual basis
- Evaluations should be student-focused. First and foremost, an effective certificated employee helps students make academic progress. A thorough evaluation system includes multiple measures of certificated employee performance.
- Includes four rating categories: to retain the best certificated employees, a process is needed that can truly differentiate the best educators and give them the recognition that they deserve. If all certificated employees are to perform at the highest level, then there is a need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

OBJECTIVES

The objectives of this Evaluation Plan are to produce the following:

- **Professional Development** opportunities that raise certificated employee performance to a higher level and improve educational services for students.
- **Accurate and Efficient Documentation** of the performance of Certificated Employees
- **Commitment to Accountability** in the performance of the Certificated Employee's duties and responsibility

PERFORMANCE LEVEL RATINGS

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

1. **Highly Effective:** A highly effective certificated employee consistently exceeds expectations. This is a certificated employee who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The Highly Effective certificated employee's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

2. **Effective:** An effective certificated employee consistently meets expectations. This is a certificated employee who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective certificated employee's students, in aggregate, may have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

3. **Improvement Necessary:** A certificated employee who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a certificated employee who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a certificated employee rated Improvement Necessary may have generally achieved below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

4. **Ineffective:** An ineffective certificated employee consistently fails to meet expectations. This is a certificated employee who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective certificated employee's students, in aggregate, may have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

The Performance Level Rating reflects a certificated employee's professional practice and contribution to student growth.

PROFESSIONAL PRACTICE

Assessment of Instructional Knowledge and Skills

Measure: Modified Indiana RISE Effectiveness Rubric based on Certificated positions

DOMAIN 1: PURPOSEFUL PLANNING

Certificated employees use Indiana's 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.

> 1.1 Utilize Assessment Data To Plan
> 1.2 Develop Standards Based Unit Plans and Assessments
> 1.3 Create Objective Driven Lesson Plans and Assessments
> 1.4 Track Student Data and Analyze Progress

DOMAIN 2: EFFECTIVE INSTRUCTION

Certificated employees facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence, and respect.

> 2.1 Develop Student Understanding and Mastery of Objectives
> 2.2 Demonstrate and Clearly Communicate Content Knowledge To Students
> 2.3 Engage Students In Academic Content
> 2.4 Check For Understanding
> 2.5 Modify Instruction As Needed
> 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
> 2.7 Maximize Instructional Time
> 2.8 Create Classroom Culture Of Respect and Collaboration
> 2.9 Set High Expectations For Academic Success

DOMAIN 3: CERTIFICATED EMPLOYEE LEADERSHIP

Certificated employees develop and sustain the intense energy and leadership necessary within their school community to ensure the achievement of all students.

3.1 Contribute To School Culture

3.2 Collaborate With Peers

3.3 Seek Professional Skills and Knowledge

3.4 Advocate For Student Success

3.5 Engage Families In Student Learning

DOMAIN 4: PROFESSIONALISM

Certificated employees have minimum basic competencies as expected in any professional career. These indicators are essential to being an effective employee and are part of a basic employment practice.

4.1 Attendance

4.2 Meets Contractual Time Requirements

4.3 Policies and Procedures

4.4 Respect

STUDENT LEARNING

Student Learning- Contribution To Student Academic Progress

Measure: School-wide Learning Measure

Whole school growth can still be calculated, which is relevant to all certificated employees covering students in grades K-12. With a national focus on building skills in English/Language Arts and Mathematics, all certificated employees should contribute to the success of their students in these two areas. To reflect the importance of this, every certificated employee working with students in grades K-12 will have a portion of their final evaluation score tied to school-wide grade (SWL) based on whole school student performance and student growth data.

SCHOOL-WIDE LEARNING MEASURE (SWL)

The School-Wide Learning Measure (SWL) invests all individuals in the success of a building's students. This measure is based on the premise that every certificated employee contributes to the overall growth of its students in the areas of English/Language Arts and Mathematics. This measure relies at least in part on state assessment data and counts equally for all employees. It is aligned to Indiana's A-F Accountability policy.

CALCULATION OF PERFORMANCE LEVEL RATINGS

Evaluators use the Scott 2 Teacher Effectiveness Rubric to rate a certificated employee at the end of the year on **Professional Practice** using the following process:

1. Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.
2. Use professional judgment to establish four final ratings in the Domains of:
   1) Planning, 2) Instruction, 3) Leadership, and 4) Professionalism
      - Domain 1 Planning=   20%
      - Domain 2 Instruction=   45%
      - Domain 3 Leadership=   25%
      - Domain 4 Professionalism=   10%

Next, evaluators rate a certificated employee on one measures of **Student Learning:** School-wide Learning Measure (SWLM)- The school-wide learning measure counts equally for all certificated employees. The measure is aligned to the Indiana Department of Education's A-F Accountability Policy. SWLM for the elementary schools will be calculated by using the given grade by the state for the previous school year for individual elementary buildings. The high school and middle school will use their given grade by the state for the previous school year.

For the purposes of calculating the final performance level, or summative rating, certificated employees are placed into one of three groups:

Group 1: All certified classroom teachers.

Professional Practice and Student Learning

Domain 1 Planning=	20%
Domain 2 Instruction=	45%
Domain 3 Leadership=	25%
Domain 4 Professionalism=	10%
Total =	100%

School-wide Learning Measures=   20% (Most Current Grade)

SWLM (School Grade calculation)	90.0 - 100.0	70.0 - 89.9	60.0 - 69.9	0 - 59.9
Rating	Highly Effective	Effective	Needs Improvement	Ineffective

Group 2: All Certified Personnel who are not a classroom teacher.

Professional Practice and Student Learning

Domain 1 Planning=	20%
Domain 2 Instruction=	45%
Domain 3 Leadership=	25%
Domain 4 Professionalism=	10%
Total=	100%

School-wide Learning Measures=   20% (Most Current Grade)

For teachers in multiple buildings - SWLM will be averaged among buildings covered

SWLM (School Grade)	90.0 - 100.0	70.0 - 89.9	60.0 - 69.9	0 - 59.9
Rating	Highly Effective	Effective	Needs Improvement	Ineffective

***** Group placement of teachers that do not fit specific criteria can be adjusted based on specific teaching assignments by the building administrator. Any appeal to group placement needs to go through the Classroom Teachers Association.

FINAL CALCULATION

EXAMPLE:
Mrs. Smith teaches three sections of 8th Grade English/Language Arts and three sections of 8th Grade Social Studies.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3.4	x0.20	0.68
Domain 2: Instruction	3.0	x0.45	1.35
Domain 3: Leadership	3.0	x0.25	0.75
Domain 4: Professionalism	4.0	x0.10	0.4
Sum of the Weighted Domains:			**3.18**
School-wide Learning Measure	2 (C)	x0.20	0.40

Overall Final Evaluation Score	3.18(.80)	.40(.20)	= 2.624

The Sum of the Overall Final Evaluation Score Determines the final rating.

Ineffective=	1.0 points to 1.74 points (Range .74)
Improvement Necessary=	1.75 points to 2.49 points (Range .74)
Effective=	2.50 points to 3.49 points (Range .99)
Highly Effective=	3.50 points to 4.0 points (Range .5)

NEGATIVE IMPACT STATEMENT

A certificated employee may **NOT** receive a summative rating in the Effective or Highly Effective category if:

- The employee receives a rating at 2.0 or below on the Scott 2 Teacher Effectiveness Rubric

Negative impact on student learning shall be defined as follows:
(1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
(2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

EMPLOYEES RATED INEFFECTIVE

A student may not be instructed for two (2) consecutive years by two (2) consecutive **Ineffective** teachers.

If it becomes impossible to keep a student from being instructed for two (2) consecutive years by two (2) consecutive **ineffective** teachers, then the parents of the applicable student will be notified in writing of the situation prior to the start of the second school year.

Evaluation Schedule/Feedback/Remediation

For any certificated employee evaluation plan to be effective, the effort must be organized and meet specific deadlines. The following timelines for evaluator-certificated employees are to be followed by administrators with exceptions only under special circumstances.

First Meeting:

All certificated staff will receive a refresher training on the Modified RISE Teacher Rubric and Evaluation Plan.

The certificated employee new to Scott County School District 2 will receive more in-depth training on the Teacher Evaluation Rubric.

Mid-School Year Check-In- The certificated employee and evaluator meet to discuss the rubric and what has been observed through classroom visits or formal evaluations. Domains 1 and 3 of the Effectiveness Rubric are also reviewed.

If the evaluator believes that the certificated employee has areas in need of improvement, as observed in the observations or other impromptu walk-throughs, then recommendations and a timeline for addressing such areas will be provided in writing to the employee no later than five (5) days following this meeting.

End of Year Meeting

Summative Conference- The certificated employee and evaluator meet to discuss the overall summative assessment of the employee by the Evaluator. A copy of the completed evaluation, including any documentation related to the evaluation, will be provided to the employee no later than seven (7) days following this meeting.

If the certificated employee receives a rating of **Ineffective** or **Improvement Necessary**, then the evaluator and certificated employee will develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the employee's evaluation. The remediation plan will require the use of the certificated employee's license renewal credits in professional development activities intended to help the employee achieve an Effective rating on the next performance evaluation.

If the certificated employee receives a rating of **Ineffective**, then the employee may file a written request for a private conference with the Superintendent or the

Superintendent's designee not later than five (5) days after receiving notice of the rating. The Superintendent or Superintendent's designee will grant the request for a conference at a mutually agreed upon day and time.

The Meeting Timeline sets the minimum number of conferences. Additional meetings may be scheduled depending on the needs pertaining to an individual staff member.

CLASSROOM OBSERVATIONS

The certificated employee evaluation is a key component of educational accountability. Schools will be more accountable when individual performance is held accountable. Assessment validates results and identifies areas that may need improved.

Evaluators shall document classroom observations using a modified version of the Indiana RISE Model (Appendix A). This will:

- Provide a systematic way of recording Certificated Employee observations.
- Provide evidence for the Effectiveness Rubric.
- Provide basis for forming questions in the post observation conference.
- Serve as a documented record of the observed performance.

Evaluators will use electronic software to record all observations.

Evaluators will review the classroom certificated employee's lesson plan book and gradebook, including electronic versions, when appropriate. Evaluators will review artifacts submitted by the certificated employee when appropriate. When a certificated employee works in more than one building, the evaluation responsibility will be shared between the appropriate building evaluators or corporation level educator.

All certificated employees will be observed at least two times per school year. Both observations will be at least 40 minutes in length. One observation will be scheduled and one observation will be unscheduled. The unplanned observation should occur prior to December 1st of each school year. Evaluators maintain the right to observe at any time.

Impromptu classroom walkthroughs will also occur throughout the school year. Information gathered in the classroom walkthrough may be included as evidence in your final evaluation.

All certificated employees have the opportunity to request an observation at any time. The request shall be in writing and the evaluator will respond to the request within a reasonable timeframe. If the certificated employee feels that the two (2) observations are unfair, the certificated employee may request another administrator to conduct a third observation. This request shall be in writing. If the request is granted, then the observation will occur at a mutually agreed upon time.

In the event that an evaluator has a specific area of concern regarding the performance of a certificated employee that leads to an additional observation for that employee, the evaluator will notify the employee of the intent and state the reasons for the additional observation in writing.

ANECDOTAL RECORD KEEPING

It is important that all phases of the certificated employee's performance and behavior be accurately judged. In order to maintain an account of this performance and behavior, both positive and negative, anecdotal records should be maintained by the Evaluator.

It is used by the Evaluator in the certificated employee's evaluation, then the certificated employee will be conferenced concerning the contents of the anecdotal records prior to the completion of the final evaluation.

All certificated employees have the opportunity to share and submit anecdotal evidence to the evaluator who conducts their evaluation. This should be submitted prior to the completion of the final certificated employee evaluation.

Anecdotal records may be used for all areas of the evaluation, but are most effective in Domain 1: Planning, Domain 3: Student Learning, and Domain 4: Professionalism in order to support an evaluator's rating of a certificated employee.

GLOSSARY

Achievement- meeting a uniform and predetermined level of mastery on subject or grade level standards. Achievement is a set point or bar that is the same for all students, regardless of where they begin.

Administrator- an employee serving in a supervisory and building leadership capacity AND holding an Indiana license as a School Administrator

Certificated Employee- a person whose contract with the school corporation requires that the person hold a license or permit from the division of professional standards of the Indiana Department of Education under IC 20-28.

End-of-Course Assessment- An assessment given at the end of the school year or semester course that measures mastery in a given content area. Schools may choose to develop common end of course assessments that are given to all students who take a subject. Depending on the class, an end-of-course assessment may be a project instead of a traditional question and answer assessment.

Evaluator- I.C. 20-28-11.5-1
> Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term may include a teacher who:
> (1) has clearly demonstrated a record of effective teaching over several years; and
> (2) is approved by the principal as qualified to evaluate under the plan; and
> (3) conducts staff performance evaluations as a significant part of their teacher responsibilities.

NOTE: Scott 2 plans to utilize only licensed School Administrators as Evaluators.

Extended Observation- an actual classroom observation and gathering of data/evidence concerning a Certificated Employee's performance. This includes the post-observation conference with the Certificated Employee to review and discuss the collected data/evidence to assist the Certificated Employee in improving performance. An Extended Observation consists of the Evaluator spending at least 40 minutes in the classroom.

Growth- Improving student skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

Initial Conference- A conference in the fall during which a teacher and primary evaluator discuss the teacher's students' starting points. It can be scheduled in conjunction with an observation conference or Beginning-of-Year conference.

Mid-School Year Check In- A conference in the middle of the school year in which the primary evaluator and the teacher meet to discuss progress made towards the Domain Evidence collections.

Primary Evaluator- The School Administrator who is mainly responsible for the annual evaluation of the Certificated Employee. The Primary Evaluator may receive input and feedback from any Secondary Evaluators in the evaluation process of the Certificated Employee.

Professional Judgment- A primary evaluator's ability to look at information gathered and to make an informed decision regarding a teacher's performance without using a predetermined formula.

Secondary Evaluator- The School Administrator who is mainly responsible for any additional insights and information gathered and provides those thoughts and comments to the Primary Evaluator.

Short Observation- Refers to a classroom observation lasting between 10 and 39 minutes.

Statewide Assessment- An assessment that is mandated for use statewide, i.e. ECA's, ILearn, WIDA

Summative Conference- A conference where the primary evaluator and the teacher discuss summative student data results related to the Professional Practice and School-wide Learning Measures.

WHAT'S THIS? How are you using data as a base for your instructional planning decisions?

Competency 1.1	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Utilize Assessment Data to Plan	**Rise (v. 2022) SFS Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
	At level 4, a teacher fulfills the criteria for level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate achievement goals, unit plans, and lesson plans.	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above.	Teacher rarely or never uses prior assessment data when planning.

WHAT'S THIS? What are your achievement goals and how will you know when you get there?

Competency 1.2	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Set Ambitious and Measurable Achievement Goals	**Rise (v. 2022) SFS Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
	At level 4, a teacher fulfills the criteria for level 3 and additionally plans an ambitious annual student achievement goal.	Teacher develops an annual student achievement goal.	Teacher develops an annual student achievement goal that is not aligned to content standards.	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes.
		The annual student achievement goal is aligned to content standards.	The annual student achievement goal does not include benchmarks to help monitor learning and inform interventions throughout the year.	
		The annual student achievement goal is measurable.		
		The annual student achievement goal includes benchmarks to help monitor learning and inform interventions throughout the year.		

WHAT'S THIS? How do you plan effective units of instruction?

Competency 1.3	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Develop Standards-Based Unit Plans and Assessments	**Rise (v. 2022) SFS Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
	At level 4, a teacher fulfills the criteria for level 3 and additionally creates well-designed unit assessments that align with an end-of-year or term summative assessment (either state, district, or teacher-created.)	Based on achievement goals, teacher plans units by creating assessments before each unit begins for backward planning.	Based on achievement goals, teacher plans units but does not create assessments before each unit begins for backwards planning.	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.
	Teacher anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit.	Teacher allocates an instructionally appropriate amount of time for each unit.	Teacher does not allocate an instructionally appropriate amount of time for each unit.	
		Lesson plans and instruction support the school's mission and initiatives.		
		Teacher identifies content standards that students will master in each unit.		

WHAT'S THIS? How do you plan effective lessons?

Competency 1.4	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Rise (v. 2022) SFS Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**

Create Objective-Driven Lesson Plans and Assessments	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	At level 4, a teacher fulfills the criteria for level 3 and additionally plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.	Based on the unit plan, the teacher plans daily lessons by designing assignments that are meaningful or relevant.	Based on unit plan, the teacher plans daily lessons but does not design assignments that are meaningful or relevant.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
	Teacher incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction.	Teacher designs formative assessments that to measure progress towards mastery and informed instruction.	Teacher does not plan formative assessments to measure progress towards mastery or informed instruction.	
		Teacher identifies lesson objectives that are aligned to state content standards.		
		Teacher matches instructional strategies and activities/assignments to the lesson objectives and aligns with building or district initiatives where appropriate.		

WHAT'S THIS? How does data inform your instruction?

Competency 1.5	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Rise (v. 2022) SFS	Highly Effective	Effective	Improvement Necessary	Ineffective
Track Student Data and Analyze Progress	At level 4, a teacher fulfills the criteria for level 3 and additionally uses daily checks for understanding as additional data points.	Teacher analyzes student progress towards mastery and plans future lessons accordingly.	Teacher uses an effective data tracking system but does not use data to analyze student progress towards mastery or to plan future lessons/units.	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system.
	Teacher updates tracking system daily.	Teacher maintains a grading system aligned to student learning goals.	Teacher does not have grading system that appropriately aligns with student learning goals.	
	Teacher uses data analysis of student progress to drive lesson planning for the following day.	Teacher records student assessment/progress data.		

Competency 2.1

Develop student understanding and mastery of lesson objectives	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Rise (v. 2022) SFS Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
	Students self-assess whether they have achieved the learning goal and provide feedback to the teacher.	Learning goal is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson.	Learning goal conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or the end of the lesson.	Learning goal is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.
	Learning goal is communicated in a student-friendly manner, leads to understanding, and revisited throughout the lesson.	Learning goal is communicated in a student-friendly manner that leads to understanding.	Learning goal is communicated, but not in a student friendly manner that leads to understanding.	Learning goal is not present.
	Students can explain what they are learning and why it is important, beyond repeating the stated learning goal.	Importance of the learning goal is explained so that students understand why they are learning what they are learning.	Teacher attempts explanation of importance of learning goal, but students fail to understand.	Teacher may fail to discuss importance of learning goal or there may not be a clear understanding amongst students as to why the learning goal is important.
	Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.	Lesson generally does not build on prior knowledge of students or students fail to make this connection.	There may be no effort to connect learning goal to prior knowledge of students.

Competency 2.2

Demonstrate and Clearly Communicate Content Knowledge to Students	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Rise (v. 2022) SFS Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
	Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding.	Teacher demonstrates content knowledge and delivers content that is factually correct.	Teacher delivers content that is factually correct.	Teacher may deliver content that is factually incorrect.
	Teacher delivers clear, concise, well-organized, and developmentally appropriate content and is tied to learning goal.	Content is clear, concise, well-organized, and developmentally appropriate.	Content occasionally lacks clarity and/or is not as well-organized as it could be, or is not developmentally appropriate.	Explanations may be unclear or incoherent and fail to build student understanding of key concepts.
	Teacher effectively connects content to other content areas, students experiences and interests, or current events in order to increase understanding.	Teacher restates and rephrases instruction in multiple ways to increase understanding.	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding.	Teacher continues with planned instruction, even when it is obvious that students are not understanding content.

Competency 2.3

Engage students in academic content	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Rise (v. 2022) SFS Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
	Teacher provides all students with opportunity to engage with content that significantly promotes student mastery of the learning goal.	Teacher provides multiple ways such as different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc) to engage with content aligned to the learning goal.	Teacher may provide multiple ways of engaging students, but perhaps not aligned to learning goal or mastery of content.	Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the learning goal or mastery of content.
	Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.
	Questioning and discussion strategies engage all students in asking and answering higher order questions related to appropriate standards.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.	Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.
	Provides differentiated instruction for all students, so that they can be engaged in the content of all lessons.	Provides differentiated instruction and accommodations for ELL, 504, and special education students in order to maximize learning opportunities.	Inconsistently provides differentiated instruction for students with special needs.	Fails to provide differentiated instruction for students with special needs.
	Instructional activities are consistently aligned with building and/or district initiatives.	Instructional activities are frequently aligned with building and/or district initiatives.	Instructional activities are occasionally aligned with building and/or district initiatives.	Instructional activities are rarely or not aligned with building and/or district initiatives.

Competency 2.4 — Check for Understanding

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Rise (v. 2022) SFS Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push **thinking**, accepts only high quality student responses (those that reveal understanding or lack **thereof**).	Teacher checks for understanding at almost all key moments (at transitions and/or when checking is necessary to inform instruction going forward). Examples include thumbs up/down and cold-calling.	Teacher sometimes checks for understanding of content, but misses several key moments.	Teacher rarely or never checks for understanding of content, or misses nearly all key moments.
Teacher uses open-ended higher and lower order questions to surface common misunderstandings and assess student mastery.	Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate picture of the class's understanding	Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding	Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding
Teacher supports students through wait time and scaffolding, does not allow students to "opt out" and cycles back to these students.	Teacher uses wait time effectively both after posing a question and before helping students think through a response.	Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer, rather than helping them think through the answer.
Teacher provides a variety of strategies for formative assessment that align with the learning goal(s).	Teacher provides formative assessment opportunities (such as Do Nows, Pair/Share, Guided or Independent Practice, and/or Exit Slips) that align with the learning goal(s).	Teacher only provides formative assessment opportunities to determine students' understanding of directions and task.	Teacher rarely or never provides formative assessment opportunities during the lesson.
Teacher systematically assesses every student's mastery of the learning goal(s) throughout each lesson through formal or informal assessments.	Teacher assesses student mastery of the learning goal(s) throughout each lesson through formal or informal assessments.	Teacher may occasionally assess student mastery during and after the lesson through formal or informal assessments.	Teacher rarely or never assesses for mastery during the lesson.

Competency 2.5 — Modify Instruction As Needed

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Rise (v. 2022) SFS Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement that lead to increased understanding for all students.	Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.	Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.	Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students.
Teacher anticipates student misunderstandings and preemptively/proactively addresses them.	Teacher responds to misunderstandings with effective scaffolding techniques such as activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.	Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-exploring a concept), when student-driven techniques could have been more effective.	Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques.
Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning goal to individual students.	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give general feedback aligned with the learning goal.	Teacher uses formative assessment data to modify future lessons.	Teacher rarely or never uses formative assessment data to make instructional adjustments, give feedback to students or modify lessons.

Competency 2.6 — Develop Higher Level of Understanding through Rigorous Instruction and Rigorous Work

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Rise (v. 2022) SFS Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Teacher expectations and strategies engage all students in work of high cognitive demand.	Teacher expectations and strategies engage most students in work of high cognitive demand relative to their ability. (Examples of high cognitive demand include Bloom's taxonomy concepts of analyze, classify, compare, decide, evaluate, explain, or represent.)	Teacher expectations and strategies engage some students in work of high cognitive demand.	Teacher expectations and strategies engage few or no students in work of high cognitive demand.
Teaching and learning allows students to generate knowledge or make meaning via such behaviors as clarifying, questioning, comparing, and applying new information.	Teacher expects evidence and precision from students and probes students' answers accordingly. Teacher provides high quality tasks for students that are engaging, meaningful, and of value.	Teacher plans for or accepts strategic compliance when the assigned work has little or no inherent meaning or immediate value to the student, but the student associates it with extrinsic results that are of value.	Teacher plans for and accepts ritual compliance where the student is willing to expend whatever effort is necessary to avoid negative consequences, even though the student sees little meaning or value in the task.

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Students are able to answer developmentally appropriate, higher-level questions with meaningful responses.	Teacher frequently develops higher-level understanding through effective questioning.	Some questions used may not be effective in developing higher-level understanding (too complex or confusing).	Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.
	Teacher consistently provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support students' learning.	Teacher provides opportunities and strategies for students to take ownership (such as self assessment, progress monitoring, good setting, meaningful choices, and creating context) of their learning. Some locus of control is with students in ways that support student's learning.	Teacher occasionally provides opportunities and strategies for students to take ownership of their own learning. Locus of control is with teacher.	Teacher rarely or never provides opportunities and strategies for students to take ownership of their own learning to develop, test and refine their thinking.

Competency 2.7 — Maximize Instructional Time

Rise (v. 2022) SFS Highly Effective	Effective	Improvement Necessary	Ineffective
At level 4, a teacher fulfills all of the criteria for level 3 and additionally students share responsibility for operations and routines without prompting from the teacher.	Class starts on time with instructional activity. Students are aware of the consequences of arriving late.	Class starts shortly after the scheduled time. Some students consistently arrive late (unexcused) for class without consequences.	Class starts well after the scheduled time. Students may frequently arrive late (unexcused) for class without consequences.
	Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher.	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed.	There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times.
	Disruptive behaviors and off task conversations are rare; when they occur, the teacher responds without unnecessary interruption to the lesson.	Disruptive behaviors and off task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	Disruptive behaviors and off task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Competency 2.8 — Create Classroom Culture of Respect and Collaboration

Rise (v. 2022) SFS Highly Effective	Effective	Improvement Necessary	Ineffective
At level 4, a teacher fulfills all of the criteria for level 3 and additionally students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.	Students are given opportunities to collaborate and support each other in the learning process. Examples include helping, encouraging, complimenting, collaborating, and/or celebrating.	Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together.	Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention.
	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions.	Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.	Teacher rarely or never addresses negative behavior.

Competency 2.9 — Set High Expectations for Academic Success

Rise (v. 2022) SFS Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills. Students use scaffolds across tasks with similar demands.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills. Examples include activating prior knowledge, providing visuals, pre-teach vocabulary, think-pair-share, etc.	Teacher provides limited scaffolds and structures that may or may not be related to and support development of the targeted concepts and/or skills.	Teacher rarely or never provides scaffolds and structures that are related to and support the development of the targeted concepts and/or skills.
Teaching and learning allows students to generate knowledge or make meaning via such behaviors as clarifying, asking questions, comparing, and applying new information. (ex: source/evidence cited, reciprocal teaching, proficient work posted, lit circles, quality personal response activities, etc)	Teacher expects evidence and precision from students and probes students' answers accordingly.	Teacher plans for or accepts strategic compliance when the assigned work has little or no inherent meaning or immediate value to the student, but the student associates it with extrinsic results that are of value. (ex: recall answers, single answer questions, practice without context, repetition of low-level work, etc)	Teacher plans for and accepts ritual compliance where the student is willing to expend whatever effort is necessary to avoid negative consequences, even though the student sees little meaning or value in the task.
	Teacher provides high quality work for students- work that is engaging, meaningful, and of value. (ex: supported predictions, comparisons, summary, etc)		
Teacher highlights examples of recent student work that meets high expectations/insists and motivates students to do it again if not great.	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.	Teacher may encourage students to work hard but may not persist in efforts to have students keep trying.	Teacher gives up on students easily and does not encourage them to persist through difficult tasks.

Competency 3.1	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Contribute to School Culture	Rise (v. 2022) SFS Highly Effect Effective		Improvement Necessary	Ineffective
	At level 4, a teacher fulfills the criteria for level 3 and may additionally seek out leadership roles.	Teacher dedicates time efficiently, when needed, to helping students and peers outside of class.	Teacher does not frequently dedicate time efficiently to help students and peers outside of class.	Teacher rarely or never contributes ideas aimed at improving school efforts.
	Teacher goes above and beyond in dedicating time for students and peers outside of contractual hours.	Teacher contributes ideas and expertise to further the school's mission and initiatives.		Teacher dedicates little or no time outside of class towards helping students and peers.
	Teacher goes above and beyond in participating and/or planning and implementation of required special activities designed to enhance school culture.	Teacher participates in required special activities designed to enhance school culture.	Teacher rarely participates in required special activities designed to enhance school culture.	Teacher never participates in required special activities designed to enhance school culture.

Competency 3.2	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Collaborate with Peers	Rise (v. 2022) SFS Highly Effect Effective		Improvement Necessary	Ineffective
	At level 4, a teacher fulfills the criteria for level 3 and additionally may go above and beyond in seeking out opportunities to collaborate.	Teacher will seek out and participate in regular opportunities to work with and learn from others.	Teacher does not regularly seek out opportunities to work with others.	Teacher rarely or never participates in opportunities to work with others.
	Teacher may coach peers through difficult situations.	Teacher will ask for assistance, when needed, and provide assistance to others in need.	Teacher does not seek to provide other teachers with assistance when needed.	Teacher works in isolation and is not a team player.
	Teacher may take on leadership roles within collaborative groups such as Professional Learning Communities.			

Competency 3.3	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Seek Professional Skills and Knowledge	Rise (v. 2022) SFS Highly Effect Effective		Improvement Necessary	Ineffective
	At level 4, a teacher fulfills the criteria for level 3 and additionally may regularly share newly learned knowledge and practice with others.	Teacher will actively pursue opportunities to improve knowledge and practice.	Teacher does not actively pursue optional professional development opportunities.	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
	Teacher may seek out opportunities to lead professional development sessions.	Teacher will seek out ways to implement new practices into instruction, where applicable.	Teacher does not seek out ways to implement new practices into instruction.	

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		Teacher will welcome constructive feedback to improve practices.	Teacher does not accept constructive feedback well.	
		Teacher attends all mandatory professional development opportunities.		

Competency 3.4	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Advocate for Student Success	Rise (v. 2022) SFS Highly Effect Effective		Improvement Necessary	Ineffective
	At level 4, a teacher fulfills the criteria for level 3 and additionally may display commitment to the education of all the students in the school.	Teacher will advocate for students' individualized needs.	Teacher does not advocate for student needs.	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course adn does not advocate for student needs.
	Teacher may make changes and take risks to ensure student success.	Teacher will display commitment to the education of all of his/her students.		
		Teacher will attempt to remedy obstacles around student achievement.		

Competency 3.5	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Engage Families in Student Learning	Rise (v. 2022) SFS Highly Effect Effective		Improvement Necessary	Ineffective
	At level 4, a teacher fulfills the criteria for level 3 and additionally may strive to form relationships in which parents are given ample opportunity to participate in student learning.	Teacher will proactively reach out to parents in a variety of ways to engage them in student learning.	Teacher does not proactively reach out to parents to engage them in student learning.	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.
	Teacher may be available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	Teacher will respond promptly to contact from parents.	Teacher does not promptly respond to contact from parents.	
		Teacher will engage in all forms of parent outreach required by the school.		

	Highly Effective	Effective	Improvement Necessary	Ineffective
4.1 Attendance	Teacher is absent no more than the annual allotted number of contractual days and has met expectations for notification and substitute plan preparation.	Teacher is absent more than the annual allotted number of contractual days but has met expectations for notification and substitute plan preparation.	Teacher is absent more than the annual allotted number of contractual days but has not consistently met expectations for notification and substitute plan preparation.	Teacher fails to notify the administration of an absence.
4.2 Obligations Meets Contractual Time	Teacher demonstrates commitment to contractual time obligations (arrives on time, remains on duty until end of day, is accessible during planning time).			Teacher fails to demonstrate commitment to contractual time as evidenced by high rates of late arrival, early departure, and inaccessibility during planning time.)
4.3 Policies and Procedures	Teacher demonstrates a consistent level of adherence to state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, staff dress code, etc.)			Teacher demonstrates a pattern of failure to adhere to state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, staff dress code, etc.)
4.4 Respect	Teacher demonstrates a pattern of interacting with students, certified and non-certified colleagues, parents/guardians, and community members in a respectful manner.			Teacher fails to demonstrates a pattern of interacting with students, certified and non-certified colleagues, parents/guardians, and community members in a respectful manner.

REVISED POLICY- SPECIAL EARLY RELEASE- TEACHER APPRECIATION GRANT- AUGUST 2022

TEACHER APPRECIATION GRANTS

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan as one (1) document by September 15th of each year.

Definitions:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position within the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

A. employed in the classroom (including providing instruction in a virtual classroom setting);
B. rated as Effective or Highly Effective on their most recent performance evaluation; and
C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

The Corporation shall not allocate a percentage of the Teacher Appreciation Grant Funds received to provide a supplemental award to each teacher with less than five (5) years of service who is rated and Highly Effective or Effective on the most recent performance evaluation.

A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and

B. A cash stipend in an amount that is twenty-five (25%) percent more than the stipend given to the teachers as rated Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

If the Corporation is the local education agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-1.5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

I.C. 20-18-2-22
I.C. 20-28-1-7
I.C. 20-43-10-3.5