



Teacher Evaluation Process

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Commonly Used Terms

Achievement Goals – For purposes of the teacher evaluation process achievement goals refers to specific goals set by the teacher, most effectively in collaboration with the student, to relation to understanding of concepts and content, application to tasks, performance and outcomes. Achievement goals may be in written or assumed within the context of the lesson objective.

Aggregate – In terms of the teacher evaluation progress, a collection of student scores gathered together to form an overall score.

Augmentation – Computer technology offers an effective tool to perform common task.

Backward Planning – The process that educators use to design learning experiences and instructional techniques to achieve specific learning goals.

Benchmarks – A standard or reference which individuals or others can be measured or judged.

BOY – Beginning of Year Conference/Meeting between teacher and evaluator

Challenging – Requiring a student to use their full application of ability, attention and resources.

Check for Understanding – A form of formative assessment which provides immediate feedback on student progress and understanding in order to identify learning gaps and adjust instruction appropriately.

Collaboration – Teachers and/or students working together to do a task and to achieve a shared goal.

Differentiated Instruction – A method of teaching that involves matching learning styles with abilities. For the purpose of the teacher evaluation process, the definition is based not on programming differentiation rather the differentiated instruction happening within the individual teacher's classroom.

Effective Teacher Rating – An effective teacher consistently meets expectations both in terms of student achievement as well professional contribution to the school or corporation. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved acceptable rates of academic growth.

Effective Questioning – Questioning technique used by the teacher to challenge, engage and stimulate peer discussion and encourage student to explore and refine their understanding of key concepts.

ELL – English Language Learner

EOY – End of Year Conference/Meeting between teacher and evaluator

Engagement – The degree of attention, curiosity, interest, optimism, and passion that a student shows when they are learning or receiving instruction.

Formative Assessment – provides feedback and information throughout the school year while instruction is incurring.

High Expectations – An effort to set the same high educational standards for ALL students in a Tri-County class, school or corporation.

Higher Order Questions – Questions that are embedded into a lesson at a certain point during instruction, which provide students the opportunity to be challenged and may determine the direction of subsequent instruction.

Highly Effective Teacher Rating - A highly effective teacher consistently exceed expectations both in terms of student achievement as well as professional contribution to the school or corporation. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have exceeded expectations for academic growth.

IEP – Individualized Education Plan

Improvement Necessary Teacher Rating – A teacher who needs improvement has room for growth in meeting expectations for student achievement and professional contribution to school or corporation. This is a teacher who, as determined by a trained evaluator, needs improvement in the domains of

Planning, Instruction, and Leadership and whose students, in aggregate, have achieved below acceptable rates of academic growth.

Individualized Needs – Distinctive needs of a student based on special circumstances including but not limited to specific learning disability, high ability, physical impairment, mental impairment, disruptive home environment, and crisis situations.

Ineffective Teacher Rating – An ineffective teacher consistently fails to meet expectations for student achievement and contribution to school or corporation. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose student, in aggregate, have achieved low levels of academic growth.

Instructional Model – Acts as a blueprint for teaching.

ISTE Standards – International Society for Technology in Education standards for technology integration.

Learning Modalities – The sensory channels or pathways through which students give, receive and store information. These include perception, memory and sensation along with the senses of visual, auditory, tactile/kinesthetic, smell and taste.

Lesson Objectives – The first step in writing a lesson plan, objectives are precise and delineated goals for what you want your students to be able to accomplish after the lesson is complete. This should include the specific level students will perform a given task and how they will show what they understand.

MY – Mid-Year Conference/Meeting between teacher and evaluator

Mastery – Knowledge and skill that allows a student to do, use or understand a concept very well. Students will reach the level of mastery at different rates provided they receive feedback and targeted strategies for their personal learning style.

Modification – This is the first step over the line between enhancing the traditional goings-on of the classroom and transforming the classroom. Common classroom tasks are being accomplished through the use of computer technology.

Negative Impact – The teacher impact is characterized by a significant decrease in student achievement and notably low levels of student growth as measured by student performance on statewide assessments. Negative impact is determined as being either Improvement Necessary or Ineffective.

Objective Measures – A measure of student achievement that stays constant and unchanging across the person measured, across different brands of instruments, and across instrument users.

Open-Ended Questions – Questions which lead students to think analytically and critically, stir discussion and debate, spark enthusiasm and energy.

Pattern – A regular or repeated way in which something happens or is done.

PIVOT – The data management tool used by teachers and evaluators to upload, organize and store the RISE 2.5 Rubric, evidence and feedback.

Prerequisite Skills – The skills or background knowledge a student needs before working on a specified concept.

Primary Evaluator – The person chiefly responsible for the summative evaluation of the teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators.

Proactively – Acting in advance to deal with an expected difficulty.

Progress Data – Student data collected throughout a lesson, unit of student or school year to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction.

Quadrant A (Acquisition) – Students learn and store bits of knowledge and information. It represents simple recall and basic understanding of knowledge.

Quadrant B (Application) – Requires students to use their acquired knowledge to solve practical problems.

Quadrant C (Assimilation) – Students extend their acquired knowledge to use it automatically and routinely to analyze problems and create unique solutions.

Quadrant D (Adaptation) – Students have the competence to think in complex ways and apply their knowledge and skills when confronting perplexing unknowns and creating solutions.

Redefinition – Computer technology allows for new tasks that were previously inconceivable.

Rigor and Relevance Framework® - A tool developed by the international Center for Leadership in Education to examine curriculum, instruction, and assessment. Adopted by Tri-County as the formal Instructional Model.

Scaffolding Techniques – The support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.

Secondary Evaluator – An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of students learning.

Social Media – Interactive platforms that allow people to create, share or exchange information, ideas, picture and videos in virtual communities, including but not limited to Facebook, Twitter, Instagram, blogs, etc.

SLO – Student Learning Objective – A long-term academic goal that teachers and evaluators set for groups of students which is specific and measureable, based on available prior student learning data, aligned to state standards and based on growth and achievement.

Substitution – Computer technology is used to perform the same task as was done before the use of computers.

Summative Assessment – Takes place after the observation has been completed and provides information and feedback that sums up the teaching and learning process.

SWL – School-wide Learning Measure

TCS – Tri-County Schools

TER – Indiana Teacher Effectiveness Rubric

TLO – A goal set for an individual or group of students who begin a year behind grade level or begin a course without adequate preparation. The TLE allows teachers to set achievement or growth based goals that center on the type of content the students beginning a course minimally prepared need most.

Tracking System – The process educators use to observe students and record timely data. Teachers have the autonomy to develop the tracking system which works most effectively for their individual style of instruction.

Tri-County Instructional Model – Tri-County Schools have adopted the Rigor, Relevance and Relationship Framework® as the model for instruction in grades K-12.

Wait Time – The time needed for students to process information and consider their response.

TRI-COUNTY TEACHER PERFORMANCE EVALUATION

PROCESS

In response to the October 2014 evaluation process audit completed by the Indiana Department of Education (IDOE) Tri-County Schools (TCS) has revised their evaluation plan moving from the locally-developed plan initiated during the 2011-2012 school year to the locally-modified version of RISE described in this handbook. In June 2016, TCS reviewed the effectiveness of the process and made changes accordingly.

In the spring of 2019, Tri-County again reviewed the effectiveness of the process, held numerous discussions with the Classroom Teachers Organization, and made changes accordingly. This document is a result of those changes.

As a result of Indiana House Bill 1002, in June 2020, the evaluation plan was once again reviewed, meaningfully discussed, and updated to reflect the legal requirements particular to HB 1002.

Research indicates a strong teacher evaluation process focused on increasing the instructional capacity in every teacher is a leading indicator on the academic achievement of the students within the school. The RISE 2.5 Rubric has been reviewed and modified, by a team of administrators and teachers with representatives in multiple grade levels and subjects, in order to place focus on teacher growth tied to the Rigor and Relevance Framework® which is the Tri-County Schools adopted instructional model. TCS believes the relationship component of the aforementioned framework is a key factor in the success of the evaluation process. Furthermore, TCS has developed this process for the purpose of increasing teacher capacity in the areas of planning, effective instruction, and leadership.

OBSERVATION/EVALUATION PROCESS

Evaluated Staff

TCS will evaluate all certified employees annually. The TCS evaluation process applies to all of the following:

Certified Position	Evaluation Rubric
Classroom Teachers	RISE 2.5 Rubric
Counselors	RISE Counselor Rubric (level specific)
Speech/Language Pathologist	RISE 2.5 for Speech
Instructional Technology Specialists	RISE 2.5
Principals	RISE Principal Rubric
Assistant Principals	RISE Assistant Principal Rubric
Media Specialist	AISLE School Librarian Rubric
Superintendent	ISBA/IAPSS Superintendent Rubric

- Certain individuals provide clinical services to TCS students through Cooperative School Services. These include School Psychologist, Related Services Counselors, Occupational Therapists, Physical Therapists, and Special Education Coordinators. These individuals are evaluated by Cooperative Schools Services under the evaluation plan adopted by the CSS Governing Board.
- The TCS Athletic Director administers extra-curricular activities and not instruction. This position is a contract position which does not require a teaching license (although the individual in the position may hold one). This position is not evaluated using RISE, instead a locally-developed performance review document is completed annually. This position is not eligible for performance pay under the law.
- The Superintendent evaluates the TCS maintenance director and custodial director annually. This position is not evaluated using RISE, instead a locally-developed performance review document is completed annually. This position is not eligible for performance pay under the law.

- Instructional Assistants, Media Specialists Assistants and Intervention Specialists are not required to hold a teaching license (although they may happen to hold one). These positions are not evaluated using the TCS plan, nor are they eligible for performance pay. These employees' direct supervisors do performance reviews annually using the locally-developed support staff evaluation document.
- Substitute teachers, including those with licenses covering long-term leaves, serve on a per diem basis. They are not evaluated using the TCS evaluation plan, nor are they eligible for performance pay.

Evaluators

Tri-County building-level administrators have been trained in the use of the various RISE Rubrics. Training includes but is not limited to RISE training workshops and inter-rater reliability training within the corporation. At TCP and TCI the principal is the Primary evaluator and responsible for evaluating all certified employees under his/her supervision. The principals will serve as the secondary evaluator to teachers in the other building. At Tri-County Jr/SrHS, the principal will serve as the Primary evaluator while the Assistant Principal is assigned as the Secondary evaluator. The Superintendent is responsible for monitoring the principals and assistant principals for compliance to the TCS Evaluation Plan. In the event a building administrator is unable to fulfill his/her assigned duties as an evaluator, the Superintendent will reassign the teacher(s) affected to an alternative evaluator.

Evaluation Procedures

Effective for the 2020-2021 school year, the RISE 2.5 Rubric will be weighted at 100% of the overall teacher evaluation.

Primary and Secondary evaluators working together will conduct a total of at least three (3) observations of the employee's work – at least two extended observations and one to two short observations with feedback as shown below:

Type of Observation	Length of Observation	Time of Year	Expected Feedback	Summative/ Formative	Evaluator
Unannounced Short (Domain 2 Only)	20 minutes	August –End of 1 st Semester	Written feedback provided within two days. Teachers and/or Administration may request a	Formative – score provided as reference only	Primary and/or Secondary

			formal conference.		
Scheduled Long	40 minutes	September-December	Written feedback within five days. Conference within ten days.	Formative – score provided as reference only	Primary or Secondary
Unannounced Long	40 minutes	January-April	Written feedback within five days.* Conference within ten days.*	Summative – final evaluation score*	Primary

*This written feedback includes the final scores of the annual Teacher Performance Rubric. Teachers should have the opportunity to review the feedback and scores prior to the conference.

At the end of the school year the evaluator should have collected a preponderance of evidence representing teacher practice throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned Primary evaluator to gather information from the Secondary evaluator. In addition to classroom observations, evidence to support Domains may be collected through casual conversations, professional discussions, lesson plans, viewing student work, parent/teacher conference notes, parent communication logs, examining student assessments and viewing teacher online formats such as PowerSchool, Google docs, etc. The evaluator(s) may elect to do additional unscheduled short observations during the school year as needed.

Employees who are rated Highly Effective two consecutive years may opt-out of the first semester announced observation. If a teacher chooses to opt-out, he/she must notify the Primary evaluator by September 1 of the school year.

A retiring teacher may also opt-out of the evaluation 10 days after the retirement paper is submitted to the central office. If a retiring teacher opt-out of the evaluation, the teacher also forfeits any future achievement stipends, bonuses, and grant money otherwise designated for certified staff.

Actionable feedback based upon observations will be shared with the employee in the 'Comments' section of the software for any observation and also during conferences between the employee and

his/her Primary evaluator. Standard for Success software allows the employee at any time to see the total collection of coded evidence on the rubric.

TCS believes effective communication between the teacher and the evaluator is essential to assist the teacher in reaching their professional growth. It is expected that the evaluator will follow the outlined feedback/conference schedule, however, it is also acknowledged that circumstances may sometimes prevent this from happening. In these circumstances, it is the responsibility of the evaluator to inform the teacher of the delay and come to consensus on a reasonable date for the feedback to reach the teacher and/or the conference to occur. Should the evaluator be negligent in this responsibility, the following steps are outlined for the teacher to initiate:

1. Teacher sends email to evaluator requesting feedback and/or conference.
2. If teacher does not receive response in a timely manner or if feedback and/or conference date is not established the teacher completes *Feedback Requested* form, found in the Corporation Forms folder, and submits it to the Primary evaluator if pertaining to Secondary evaluator or the Superintendent if pertaining to the Primary evaluator

SUMMATIVE EVALUATION PROCEDURES

At the end of the school year, each Primary evaluator will examine evidence from observations with the Teacher Effectiveness Rubric (TER). Considering mode and trends in the evidence collected for each indicator, the evaluator will use his/her judgment to assign a final score for each domain on the rubric, weight them accordingly to the rubric domain weights (15% planning, 70% instruction, 15% leadership) subtract 0.25 point for each of the 4 sections of Core Professionalism standards not met, and determine a final score for the TER portion of the summative evaluation. The final rubric score accounts for 100% to determine a final performance rating for each staff member of Highly Effective, Effective, Improvement Necessary, or Ineffective.

Final summative ratings can be modified if the teacher is determined to have had a negative impact on student growth. Negative impact is determined when a teacher is categorized as either Improvement Necessary or Ineffective for two consecutive years using the Tri-County Revised RISE Rubric 2.5. If a teacher is determined to have a negative impact, the school corporation will notify parents/guardians via a letter. A teacher rating of Highly Effective or Effective may be reduced to Improvement Necessary according to the definition below.

Summative ratings will be discussed in the EOY conference (subject to data which is not yet received) and finalized when all data is complete. At the end of the conference the teacher and evaluator sign TER indicating the conference has been held and the final score has been discussed. Each teacher receives notice whenever his/her status changes, so he/she can review the final performance data and summary rating and schedule a follow-up meeting with his/her primary evaluator, if desired.

If a certified employee receives a rating of Ineffective or Improvement Necessary, the evaluator and the certified employee shall develop an improvement plan of not more than ninety (90) days in length at the

start of the next school year to correct the deficiencies noted in the employee's evaluation using locally-developed forms to document the plan and progress monitoring. The plan will include options for professional development including, but not limited to, district workshops, observing effective teachers, web-based and print resources, selected sample video clips, support from department chair and peer observations. The Ineffective staff member shall use license renewal credits for additional training.

A teacher who disagrees with his/her rating may file a request in writing for a private conference with the Superintendent no later than five (5) days after receiving notice that the teacher received an unfavorable rating at the EOY conference with their Primary evaluator.

Building principals will utilize care in the scheduling/class assignment process to avoid assigning any student to an Ineffective teacher for a second consecutive year. If it is not possible to avoid such an assignment, parents will be notified by letter alerting them of this unavoidable assignment.

Staff Member on Maternity Leave or Extended Absence

Certified staff on maternity leaves or extended absences will be evaluated according to the following guidelines:

Days Present	Evaluation Process
162+ days	No change
120-161 days	Summative rating based upon measures available: <ul style="list-style-type: none"> ● Rubric scores will include data from at least one extended and one short evaluation by primary evaluator
0-119 days	Evaluation process timeline followed during teacher presence. Evaluation declared incomplete for the school year. Not eligible for performance pay.

Note: If the teacher's unexpected illness or absence prevents a principal from completing at least two observations of his/her work, the evaluation shall be declared incomplete.

Teacher with a Student Teacher

A teacher assigned to supervise a student teacher will be given an evaluation that is not altered in any way. TCS prescribes to the co-teaching model with the TCS fully in charge and the student teacher serving as a co-teaching apprentice. TCS teachers should exercise oversight of planning, instruction, and assessment to ensure continued student progress while a student teacher experience is occurring.

Staff Training

All teachers will receive a refresher course on the rubric and evaluation process during the back-to-school corporation day. New teachers to the corporation receive extended professional development on the evaluation process during their New Teacher Orientation period. Building principals are required to provide the evaluation process training to certified staff hired mid-year. All certified staff members are required to sign-off that they understand evaluation procedures using a district-created verification form.

REQUEST FEEDBACK

Name:	Date:
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On _____ I contacted _____ requesting () feedback
Date Evaluator

() conference from a () short () long observation held on _____. I am
Date of Observation

asking for your assistance in receiving this feedback/conference from my evaluator as soon as possible.

For office use only

Documentation of step(s) taken to assure the teacher receives feedback/conference in a timely manner.