

Plan of Professional Growth & Comprehensive Assessment
Elwood Community School Corporation

2017-2018



Adopted by the Board of School Trustees- June 29, 2017

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Teacher Position Description

Function: To create an educational program and a class environment that is multicultural, gender-fair, disability sensitive, and is favorable to learning and personal growth in accordance with each student's ability and is based on a commitment that all students can learn and grow.

Responsible to: Principal and/or designee

Qualifications:

- A valid Indiana teaching license, certificate, or other legal credentials required for level of assignment.
- Prior successful experience in urban, multicultural education desirable.
- Demonstrates continued professional development through course work, research, and peer collaboration.
- Has working knowledge of the subject matter, classroom management techniques, and current researched best practices and strategies, and students' learning styles and needs, both academic and affective.

Responsibilities:

- Acquires knowledge of the goals of Indiana Public Schools and the School Improvement Plan (SIP) to support and achieve those goals.
- Establishes developmentally appropriate instructional and behavioral expectations for students and for him/herself and communicates those to students and their families.
- Creates lessons and learning environments that are safe, respectful, and interesting, as well as multicultural, gender-fair, and disability sensitive. Selects, adapts, and individualizes materials appropriate for diverse student populations and skills.
- Teaches students the required curricula using strategies that foster thinking, reasoning, and problem solving.
- Collaborates and communicates regularly with families in making educational decisions and uses family and community resources.
- Assesses student's developmental, cognitive, and social needs and provides developmentally appropriate instruction to meet those needs.
- Regularly assess student learning by using multiple forms of assessment.
- Facilitates positive interactions between students and teacher, student and peers, and student and other adults.
- Models learning and behavior consistent with the expectations for student.
- Evaluates own instructional effectiveness.
- Participates in ongoing and regular staff, team, and individual professional development.
- Collaborates with peers to develop, plan and implement best practices based on the needs/abilities of the students.
- Participates in site-based decision making.
- Always keeps the student's needs and rights first and foremost in any educational decision-making.
- Is knowledgeable about the Teacher Code of Ethics.

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 Education.

- 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.

Teacher Best Practices Synopsis

Best Practice is a teacher's shift in beliefs and actions in the classroom.

<i>Teachers Beliefs and Actions About...</i>	<i>In a Traditional Classroom</i>	<i>Into a Best Practice Classroom</i>
Classroom Activity	❖ Teacher-Centered ❖ Didactic	❖ Learner-Centered ❖ Interactive
Teacher Role	❖ Fact Teller ❖ Always Expert	❖ Collaborator ❖ Sometimes Learner
Student Role	❖ Listener	❖ Collaborator ❖ Sometimes Learner
Instructional Emphasis	❖ Facts ❖ Memorization	❖ Relationships among Standards ❖ Inquiry and Invention
Concept Of Knowledge	❖ Accumulation of Facts	❖ Transformation of Facts
Demonstration Of Success	❖ Quantity	❖ Quality of Understanding
Assessment	❖ Norm-Reference ❖ Multiple Choice Items	❖ Criterion-Referenced ❖ Portfolio and Performance

Teacher Observation and Evaluation Processes

Probationary Teacher (prior to 3 of 5 years of Effective or Highly Effective rating)

The following sequence of observations will be conducted annually to substantiate the measures of effectiveness of each probationary teacher.

1. Pre-Observation Form –The evaluator may ask the teacher to complete a form entitled “ECSC Pre-Observation” (Appendix A). This form is designed to give the evaluator background knowledge about the teacher and classroom prior to conducting an observation. The form shall be submitted, in writing, to the evaluator within three (3) business days of receipt of the request.
2. Observation #1– An evaluator will observe the teacher performing duties as defined in the position’s job description in his/her primary workplace setting for approximately 40-50 minutes. The evaluator will then complete the form entitled “Measures of Effectiveness”(Appendices B-F) by January 15. Feedback will be e-mailed/provided in printed form to the teacher within seven (7) business days of the observation.
3. Observation Conference–The evaluator or teacher may request a conference within five (5) business days of delivery of the observation findings. If significant weaknesses, deficiencies or concerns are noted, the administrator may recommend an improvement plan to assist the teacher in correcting/improving the identified issues.
4. Observation #2 – The same procedure as used in Observation #1 shall be used. Observation #2 shall be completed by May 15.
5. Observation Conference #2 – Same procedure as # 3 above.
 - ❖ An evaluator may perform additional observations at any time in order to ensure validity of the final summative evaluation.
 - ❖ Documentation/Evidence Submission – A teacher may submit supportive evidence and/or documentation prior to, or during, observation conferences. An evaluator may initiate a request for supportive evidence/additional documentation in order assist in validation of scoring. If a request is made, the teacher shall have three (3) business days following the request to submit evidence/documentation for evaluator consideration.
6. Summative Evaluation – The evaluator will use evidence gathered and submitted, observations conducted, and data from the Objective Measures of Student Achievement and Growth form to formulate a final summative evaluation. Upon receipt of the evaluation with the performance designation, the teacher shall acknowledge receipt of the summative evaluation through signature of the document and its return to the evaluator within three (3) business days. (It is understood that the final summative evaluation document may not be received by the teacher until from the IDOE data is received by the school for inclusion in the final calculation.)

A teacher who receives a rating of Ineffective may file a request for a private conference with the Superintendent or the Superintendent's designee not later than five business (5) days after receiving notice of a rating of ineffective.

Reference: IC 20-28-11.5-6

Professional Teacher (with 3 of 5 Years of Rating as Effective or Highly Effective)

The following sequence of observations will be conducted annually to substantiate the rigorous measures of effectiveness of each established and professional teacher:

1. Pre-Observation Form – An evaluator may ask the teacher to complete a form entitled “ECSC Pre-Observation” (Appendix A). This form is designed to give the evaluator background knowledge about the teacher and classroom prior to conducting an observation. The form shall be submitted, in writing, to the evaluator within 3 business days of receipt of the request and form.
2. Observation(s)- The evaluator will observe the teacher performing duties as defined in the position’s job description his/her primary workplace setting for approximately 40-50 minutes. The evaluator will then complete the form entitled “Measures of Effectiveness” (Appendices B-F) by January 15. The form will be e-mailed/provided in printed form to the teacher within seven (7) business days of the observation.
3. Observation Conference– The evaluator or teacher may request a conference within 5 business days of delivery of the observation form to discuss findings. If significant weaknesses, deficiencies or concerns are noted, the evaluator may recommend an improvement plan to assist the teacher in correcting/improving the identified issues.
 - ❖ An evaluator may perform additional observations at any time in order to ensure validity of the final summative evaluation.
 - ❖ Documentation/Evidence Submission – A teacher may submit supportive evidence and/or documentation prior to, or during, observation conferences. An evaluator may initiate a request for supportive evidence/additional documentation in order assist in validation of scoring. If a request is made, the teacher shall have three (3) business days following the request to submit evidence/documentation for evaluator consideration.
5. Summative Evaluation – The evaluator will use evidence gathered and submitted, observations conducted, and data from the Objective Measures of Student Achievement and Growth to formulate a final summative evaluation. Upon receipt of the evaluation with the performance designation, the teacher shall acknowledge receipt of the summative evaluation through signature of the document and return it to the evaluator within three (3) business days. (It is understood that the final summative evaluation document may not be received by the teacher until from the IDOE data is received by the school for inclusion in the final calculation.)

A teacher who receives a rating of Ineffective may file a request for a private conference with the Superintendent or the Superintendent's designee not later than five business (5) days after receiving notice of a rating of ineffective.

Reference: IC 20-28-11.5-6

Notation Regarding Administrator/Teacher Deadlines

Unforeseen circumstances preventing the administrator or teacher from meeting a specific deadline requires the written approval of the Superintendent.

Teacher Measures of Effectiveness

The Measures of Effectiveness are categorized into domains and are weighted in relative point value. 75 total points are possible in this measure. The scoring rubrics are provided in Appendices B-F.

Classroom Teacher

Classroom Culture	15 points possible
Purposeful Planning	12 points possible
Assessment	6 points possible
Effective Instruction	27 points possible
Professional Leadership	15 points possible
Mandatory Core of Employment	0 /-1 points possible

Media Specialist/Librarian

Purposeful Planning	24 points possible
Effective Instruction	15 points possible
Professional Leadership	36 points possible
Mandatory Core of Employment	0/-1 points possible

Counselor

Academic Achievement	20 points possible
Student Assistive Services	20 points possible
Career Development	15 points possible
Professional Leadership	20 points possible
Mandatory Core of Employment	0/-1 points possible

Lead Nurse

Health Services Planning and Preparation	16 points possible
Health Services Environment	20 points possible
Health Services Intervention/Health Education Wellness	19 points possible
Professional Responsibilities	20 points possible
Mandatory Core of Employment	0/-1 points possible

School Psychologist

Assessment, Data-Based Decision Making and Accountability	20 points possible
Interventions & Instructional Support to Develop Academic, Social & Life Skills	25 points possible
Consultation and Collaboration	30 points possible
Mandatory Core of Employment	0/-1 points possible

Core Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards.

Indicator	Does Not Meet Standard	Meets Standard
Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) or planned absences that have the potential to interfere with student achievement.	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) or planned absences that have the potential to interfere with student achievement.
Punctuality	Individual demonstrates a pattern of unexcused late arrivals to school, early departures from meetings, etc.	Individual has not demonstrated a pattern of unexcused late arrivals/early departures.
Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. submitting requested documents, consistent enforcement of board policies, school rules and procedures, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. submitting requested documents, consistent enforcement of board policies, school rules and procedures, policies for appropriate attire, etc.)
Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

Objective Measures of Student Achievement and Growth

The objective measures of Student Achievement and Growth are listed below. 25 total points are possible in this measure.

Teachers Without Individual Growth Score

School Letter Grade:

- A = 25 points
- B = 18.75 points
- C = 12.5 points
- D = 6.25 points
- F = 0 points

Teachers with Individual Growth Score

School Letter Grade:

- A = 10 points
- B = 7.5 points
- C = 5.0 points
- D = 2.5 points
- F = 0 points

Growth Score:

- 4 = 15 points
- 3 = 11.25 points
- 2 = 7.5 points
- 1 = 3.75 points
- 0 = 0 points

Career Center Teachers (except Adult Basic Education)

- 50% - **State Assessments** (eg. CNA, AWS, NA3SA, Dual Credit Final Exam)
Percent of individual teacher's students mastering state mandated end of program assessment. (12.5 pts.)
- 50% - **Schoolwide Assessment (*WorkKeys*)**
Percentage of school's students achieving a Silver Certificate level (4 – 4 – 4) or higher. (12.5 pts.)

Adult Basic Education Teacher

- 68 % Of students who remain for TABE post-testing, the percentage of students achieving at least six months of gain in their focus area or obtain their HSE diploma. * (17 pts.)
- 32% Percentage of students who complete six hours or orientation, attend at least one regular class, and remain in the program for a minimum of forty-six (46) hours (minimum required for post-testing).* (8 pts.)

* ESL students are excluded due to the low number of annual enrollees.

* Students who enter the program after May 15 are excluded due to inability to complete the required number of hours for evaluation.

Career & Education Coordinator

- | | | |
|------|---|------------|
| 30% | School Completion- Percentage of CTE Concentrators who earned a regular secondary school diploma, as determined by DWD Core Indicator 3S1. | (7.5 pts.) |
| 30% | Student Graduation Rate- Percentage of CTE Concentrators who were included as graduates in the state's calculation, as determined by DWD Core Indicator 4S1. | (7.5 pts.) |
| 30% | Graduate Placement- Percentage of CTE Concentrators who left secondary education and were placed in postsecondary education or advanced training, military service or employment in second quarter after leaving secondary education, as determined by DWD Core Indicator 5S1. | (7.5 pts.) |
| 10 % | Schoolwide Assessment (<i>WorkKeys</i>)
Percentage of school's students reaching Silver Certificate level (4 – 4 – 4) or higher. | (2.5 pts.) |

Teacher Rating Designations

Definitions of Performance Categories

Highly Effective: A highly effective teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. This is a teacher who has demonstrated excellence, as determined by his/her designated evaluator (typically the building principal, direct supervisor). The highly effective teacher's students, in aggregate, have exceeded expectations for academic growth and achievement based on guidelines established by the Indiana Department of Education.

Effective: An effective teacher consistently meets expectations in both terms of student outcomes and instructional practice. This is a teacher who has consistently met expectations, as determined by their designated evaluator (typically the building principal, direct supervisor). The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines established by the Indiana Department of Education.

Improvement Necessary: A teacher rated as "improvement necessary" requires a change in performance before he/she meets expectations in either terms of student outcomes or instructional practice. This is a teacher who the designated evaluator (typically the building principal, direct supervisor) has determined to require improvement in teaching practices. In aggregate, the students of a teacher rated "improvement necessary" have generally achieved below acceptable rate of academic growth and achievement based on guidelines established by the Indiana Department of Education.

Ineffective: An ineffective teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. This is a teacher who has failed to meet expectations, as as determined by their designated evaluator (typically the building principal). The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines established by the Indiana Department of Education.

Numerical Ranges of Performance Categories

Highly Effective	80-100 points
Effective	70-79 points
Improvement Necessary	60-69 points
Ineffective	< 60 points

Indiana Teacher Ratings and Professional Categories

	Probationary <small>(Any teacher hired after July 1, 2012)</small>	Professional
<i>Highly Effective</i>	Ratings of <i>Effective</i> or <i>Highly Effective</i> in three (3) of five (5) year period shall move the teacher to Professional	Remains at the Professional level.
<i>Effective</i>	A rating of <i>Effective</i> or <i>Highly Effective</i> in three (3) of any five (5) year period shall move the teacher to Professional	Remains at the Professional level.
<i>Improvement Necessary</i>	Two (2) consecutive <i>Needs Improvement</i> ratings may lead to dismissal.	An <i>Ineffective</i> designation or <i>Improvement Necessary</i> rating in three (3) years of any five (5) year period may lead to immediate dismissal for incompetence.
<i>Ineffective</i>	May be dismissed.	Shall be moved to Probationary after one (1) <i>Ineffective</i> designation.

Reference: IN Code 20-28-7.5

Completed Evaluation; Remediation Plan; Conference with Superintendent

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) schooldays in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits.

A teacher who receives a rating of ineffective is entitled to and may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective.

Reference: IC 20-28-11.5-6

Teacher Remediation Program

The Teacher Remediation Program is intended to provide remediation of teaching domain areas for which a teacher has been deficient. If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the employee shall develop a remediation plan of not more than ninety (90) business days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

The Superintendent or designee will notify the President of the Elwood Classroom Teachers Association (ECTA), 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 remediation planning. The teacher may elect to have ECTA representation at any Teacher Remediation Program conference.

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 Superintendent or designee and may include the ECTA President or designee. The Performance Remediation Plan (Appendix G) will be written in collaboration between the evaluator and the teacher. The Remediation Plan 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 or others;
 5. A timeline for completion of the plan with a maximum of 90 days.
- B. The teacher and evaluator will carry out the activities outlined in the plan. The evaluator is responsible to have contact with the teacher throughout the 90 school days to dialogue and provide feedback.
- C. Within seven (7) school days after the conclusion of the remediation program plan period, the teacher has the responsibility to complete and submit to the evaluator the Teacher Self Reflection report (Appendix H). The report will include a review of the improvement activities and how they have influenced the teacher's professional practice.

- D. Upon receipt of the Teacher Self Reflection report, the evaluator will conduct a Remediation Program Evaluation conference. As a result of the conference, the evaluator will complete a summative narrative (Appendix I) detailing the assistance period and recommendations. Should the evaluator determine said deficiency(ies) have not been sufficiently corrected, it/they shall be documented in the teacher's summative evaluation.

Teacher Evaluators

Definition

"Evaluator" means an individual who conducts a staff performance evaluation. The term includes administrators and/or a teacher who:

- (1) has clearly demonstrated a record of effective teaching over several years;
- (2) is approved by the principal as qualified to evaluate under the plan; and
- (3) conducts staff performance evaluations as a significant part of teacher's responsibilities.

Reference: IC 20-28-11.5-1

Teachers Rated Ineffective

Parent Notification

Any teacher instructing students in a content area and grade subject to being tested in the graduation examination and/or ISTEP program testing in the following subject areas:

- (1) English/language arts.
- (2) Mathematics.
- (3) Science, in grade levels determined by the state board.
- (4) Social studies, in grade levels determined by the state board.

A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.

If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.

Reference: IC 20-28-11.5-7

Cancellation of Teacher Contract

Grounds for Cancellation (IC 20-28-7.5-1)

- Sec. 1. (a) This chapter applies to a teacher in a school corporation (as defined in IC 20-18-2-16(a)).
- (b) A principal may decline to continue a probationary teacher's contract under sections 2 through 4 of this chapter if the probationary teacher:
- (1) receives an ineffective designation on a performance evaluation under IC 20-28-11.5;
 - (2) receives two (2) consecutive improvement necessary ratings on a performance evaluation under IC 20-28-11.5; or
 - (3) is subject to a justifiable decrease in the number of teaching positions or any reason relevant to the school corporation's interest.
- (c) Except as provided in subsection (e), a principal may not decline to continue a professional or established teacher's contract unless the teacher is subject to a justifiable decrease in the number of teaching positions.
- (d) After June 30, 2012, the cancellation of teacher's contracts due to a justifiable decrease in the number of teaching positions shall be determined on the basis of performance rather than seniority. In cases where teachers are placed in the same performance category, any of the items in IC 20-28-9-1(b) may be considered.
- (e) A contract with a teacher may be canceled immediately in the manner set forth in sections 2 through 4 of this chapter for any of the following reasons:
- (1) Immorality.
 - (2) Insubordination, which means a willful refusal to obey the state school laws or reasonable rules adopted for the governance of the school building or the school corporation.
 - (3) Justifiable decrease in the number of teaching positions.
 - (4) Incompetence, including receiving:
 - (A) an ineffective designation on two (2) consecutive performance evaluations under IC 20-28-11.5; or
 - (B) an ineffective designation or improvement necessary rating in three (3) years of any five (5) year period; or
 - (5) Neglect of duty; or
 - (6) A conviction for an offense listed in IC 20-28-5-8(c); or
 - (7) Other good or just cause.

Procedure for cancellation (IC 20-28-7.5-2)

- Sec. 2. (a) Before a teacher is refused continuation of the teacher's contract, the teacher has the following rights:
- (1) The principal shall notify the teacher of the principal's preliminary decision. The notification must be:
 - (A) in writing; and

- (B) delivered in person or mailed by registered or certified mail to the teacher at the teacher's last known address.
- (2) The notice in subdivision (1) must include a written statement, subject to IC 5-14-3-4, giving the reasons for the preliminary decision.
- (3) Notification due to a reduction in force must be delivered between May 1 and July 1.
- (b) For a cancellation of a teacher's contract for a reason other than a reduction in force, the notice required under subsection (a)(1) must inform the teacher that, not later than five (5) days after the teacher's receipt of the notice, the teacher may request a private conference with the superintendent. The superintendent must set the requested meeting not later than ten (10) days after the request.
- (c) At the conference between the superintendent and the teacher, the teacher may be accompanied by a representative.
- (d) After the conference between the superintendent and the teacher, the superintendent shall make a written recommendation to the governing body of the school corporation regarding the cancellation of the teacher's contract.
- (e) If the teacher does not request a conference under subsection (b), the principal's preliminary decision is considered final.
- (f) For items listed in section (1)(e)(3), (1)(e)(4), or (1)(e)(6) of this chapter, if the teacher files a request with the governing body for an additional private conference not later than five (5) days after the initial private conference with the superintendent, the teacher is entitled to an additional private conference with the governing body before the governing body makes a final decision, which must be in writing, concerning the cancellation of the teacher's contract.
- (g) For items listed in section (1)(e)(1), (1)(e)(2), (1)(e)(5), or (1)(e)(7) of this chapter, if, not later than five (5) days after the initial private conference with the Superintendent, the teacher files a request with the governing body for an additional private conference, the teacher is entitled to an additional private conference with the governing body before the governing body makes a final decision. The final decision must be in writing and must be made not more than thirty (30) days after the governing body receives the teacher's request for the additional private conference. At the private conference the governing body shall do the following:
- (1) Allow the teacher to present evidence to refute the reason or reasons for contract cancellation and supporting evidence provided by the school corporation. Any evidence presented at the private conference must have been exchanged by the parties at least seven (7) days before the private conference.
 - (2) Consider whether a preponderance of the evidence supports the cancellation of the teacher's contract.

Governing body action (IC 20-28-7.5-3)

Sec. 3. At the first public meeting following a private conference with:

- (1) the governing body under section 2(f) of this chapter; or
- (2) the superintendent under section 2(b) of this chapter, if no conference with the governing body is requested; the governing body may cancel a contract with a teacher by a majority vote evidenced by a signed statement in the minutes of the board. The decision of the governing body is final.

Suspension pending cancellation of contract (IC 20-28-7.5-4)

Sec. 4. Pending a final decision on the cancellation of a teacher's contract, the teacher may be suspended from duty.

Extension of time periods (IC 20-28-7.5-5)

Sec. 5. The time periods set out in section 2 of this chapter shall be extended for a reasonable period:

- (1) when a teacher or school official is ill or absent from the school corporation; or
- (2) for other reasonable cause.

Continuation of contract (IC 20-28-7.5-6)

Sec. 6. A contract entered into by a teacher and a school employer continues in force on the same terms and for the same wages, unless increased under IC 20-28-9-1, for the next school term following the date of the contract's termination unless one (1) of the following occurs:

- (1) The school corporation refuses continuation of the contract under this chapter.
- (2) The teacher delivers in person or by registered or certified mail to the school corporation the teacher's written resignation.
- (3) The contract is replaced by another contract agreed to by the parties.

Appendix

All forms may be utilized in printed or electronic format.

Appendix A

Pre-Observation Information Request

Elwood Community School Corporation

* Note: The purpose of this form is to provide background for the administrator to conduct a more focused and informed observation.

Teacher Name _____ Date: _____

1. Briefly describe your typical lesson and explain how you differentiate it for all learners.

2. Explain how you use data to drive classroom instruction.

3. What do you believe are your 2 biggest strengths and 2 biggest weaknesses as an educator?

Strengths

1.

2.

Weaknesses

1.

2.

4. Is there anything in particular that you would like this evaluator to focus upon during the observation?

5. What assistance do you need as you continue to improve as an educator?

Appendix B

Measures of Effectiveness - Teacher

Scoring Rubrics for Each Component in Each Domain

Highly Effective

Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. The 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. The 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**

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.

- () 1. There is evidence that the teacher exudes high expectations for all students; encouraging all learners to take pride in their achievement.
- () 2. The teacher recognizes the efforts of individual learners and consistently reinforces positive behavior to create an environment of mutual respect and positive rapport.
- () 3. 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. 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 so that there is minimal impact on learning.
- () 5. Classroom procedures and routines are evident so the schedule and transitions maximize instructional time and allow for effective record keeping.

() **Total score out of 15 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.

- () 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 develops lesson objectives that are aligned to state content standards,
- () 3. There is evidence that the teacher plans instruction by identifying content standards that students must master, creating assessments before instruction begins for backwards planning, and allocating an instructionally appropriate amount of time for learning.
- () 4. The teacher designs meaningful and relevant assignments that fully engage students through clearly connected activities and assessments.

() Total score out of 12 points possible

Evidence: unit plans, daily lesson plans, assessments, student learning goal sheets, assignment samples

Assessment: The 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.

- () 1. 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 use peer and self-assessment feedback to assess their own learning.

() Total score out of 6 points possible

Evidence: data reports, analysis of data reports, student self-assessment forms

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.

- () 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. 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 instruction 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. The teacher routinely records student progress data, analyzes student progress toward mastery, and communicates progress to students.
- () 8. The teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills and higher level understanding.
- () 9. The teacher integrates technology with instruction to maximize student learning and create student engagement in higher level thinking skills.

() **Total score out of 27 possible points**

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

Professional Leadership: The 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.

- () 1. The teacher contributes valuable ideas, expertise, and extra time and promotes trust among colleagues and the community. The teacher complies with school and school system policies, rules and regulations.
- () 2. The teacher pursues opportunities to improve knowledge and practice, welcomes constructive feedback to improve practice, and actively participates in professional development.
- () 3. The teacher attempts to remedy obstacles in student achievement and advocates for student success.
- () 4. 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.
- () 5. The teacher remains abreast of current research about student learning, child development, and new and innovative resources.

() **Total score out of 15 points possible**

Evidence: teacher observation, professional development logs, conference and meeting attendance, research sharing

Mandatory Core of Employment

4 Core Areas:	Attendance	Rules/Procedures/Policies	Tardies	Respect/Rapport
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Each teacher must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas listed here is deemed unsatisfactory, the teacher will be notified of the improvements necessary to retain his/her position in the school district. A score of negative one (-1) two years in a row is grounds for dismissal at the end of the second year.

Pass =0 points; Failure = -1 point and placed on a remediation plan with mandatory improvement or termination at the end of the second school year.

() **Total Score is 0 or -1.**

Evidence: teacher observation, professional development logs, conference and meeting attendance, research sharing

Measures of Effectiveness TOTAL SCORE: _____/75

Objective Measures of Student Achievement & Growth TOTAL SCORE: _____/25

Rating Designation _____ **TOTAL SCORE: _____/100**

Appendix C

Measures of Effectiveness – Media Specialist/Librarian

Scoring Rubrics for Each Component in Each Domain

Highly Effective

Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. The Media Specialist/Librarian 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. The Media Specialist/Librarian 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. Areas of professional growth can be identified.

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.

Purposeful Planning: The media specialist/librarian defines the policies of the school media center and directs all activities related to it. Scoring is a 6, 5, 4, 3, 2, 1, 0 for each element.

- () 1. The media specialist evaluates, promotes, and uses existing and emerging technologies that support teaching and learning.
- () 2. The media specialist develops thorough knowledge of subject area and grade level curriculum.
- () 3. The media specialist uses his/her knowledge to collaborate with faculty in the design of lessons and to assist students with projects using best instructional practices.
- () 4. The media specialist supports the school's initiatives and goals by building, organizing and managing a comprehensive collection of print and electronic resources to support the curriculum.

() **Total score out of 24 points possible**

Evidence: student and staff surveys, assessment documents, statistical data, use of podcasts, blogs, wikis, etc.

Effective Instruction: The media specialist/librarian empowers patrons to become critical thinkers, skillful researchers, enthusiastic readers, and ethical users of information. Scoring is a 5, 4, 3, 2, 1, 0 for each element.

- () 1. The media specialist creates and maintains a teaching and learning environment that is inviting, safe, flexible, and conducive to learning.
- () 2. The media specialist demonstrates, communicates and practices information literacy and digital citizenship skills in accordance with local and national technology standards.
- () 3. The media specialist exposes students to current and classic children’s and/or adolescent literature, and encourages an appreciation of literature.

() Total score out of 15 possible points

Evidence:

Professional Leadership: The media /librarian creates an environment where collaboration and creative problem solving thrive. Scoring is a 6, 5, 4, 3, 2, 1, 0 for each element.

- () 1. The media specialist shares expertise with the learning community.
- () 2. The media specialist remains current in professional practices, information technologies, and educational research applicable to the school media program.
- () 3. The media specialist promotes school media center resources and services.
- () 4. The media specialist understands, models, and implements best instructional practices for 21st century learning.
- () 5. The media specialist establishes, maintains, and evaluates media center programs and procedures.
- () 6. The media specialist anticipates future needs by developing strategies to accomplish them.

() Total score out of 36 points possible

Evidence: logs of professional literature, blogs, websites, etc. accessed

Appendix D

Measures of Effectiveness - Counselor

Scoring Rubrics for Each Component in Each Domain

Highly Effective

Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. The counselor serves as a model. Areas for professional growth are self-directed.

Score= 5

Effective

Performance typically exhibits multiple strengths that favorably impact students and the school climate. The counselor serves as a model in some areas. Areas for professional growth are generally self-directed. The counselor serves as a model in some areas. Areas for professional growth are generally self-directed.

Score= 3, 4

Improvement Necessary

Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified.

Score= 1, 2

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

Academic Achievement: School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

- () 1. The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.
- () 2. The school counselor demonstrates knowledge of current trends in student development and academic achievement.
- () 3. The school counselor supports all students in academic preparation, making decisions, setting goals, and taking appropriate action to achieve the goals.
- () 4. The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.

() Total score out of 20 points possible

Evidence:

Student Assistive Services: School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

- () 1. The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning.
- () 2. The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
- () 3. The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.
- () 4. The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.

() Total score out of-20 possible points

Evidence:

Career Development: School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

- () 1. The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.
- () 2. The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.
- () 3. The school counselor supports all students in the application of strategies to achieve future success and satisfaction.

() Total score out of 15 points possible

Evidence:

Professional Leadership: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program.

- () 1. The school counselor supports all students in the application of strategies to achieve future success and satisfaction.
- () 2. The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.
- () 3. The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.
- () 4. The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).

() Total score out of 20 points possible

Evidence:

Mandatory Core of Employment

4 Core Areas: Attendance Rules/Procedures/Policies Tardies Respect/Rapport

Each teacher must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas listed here is deemed unsatisfactory, the teacher will be notified of the improvements necessary to retain his/her position in the school district. A score of negative one (-1) two years in a row is grounds for dismissal at the end of the second year.

Pass =0 points; Failure = -1 point and placed on a remediation plan with mandatory improvement or termination at the end of the second school year.

() Total Score is 0 or -1.

Evidence:

Measures of Effectiveness TOTAL SCORE: _____/75

Objective Measures of Student Achievement & Growth TOTAL SCORE: _____/25

Rating Designation _____ TOTAL SCORE: _____/100

Appendix E

Rigorous Measures of Effectiveness – Lead Nurse

Scoring Rubrics for Each Component in Each Domain

Highly Effective

Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. The speech therapist serves as a model. Areas for professional growth are self-directed. **Score= 4**

Improvement Necessary

Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. **Score= 1,2**

Effective

Performance typically exhibits multiple strengths that favorably impact students and the school climate. The speech therapist serves as a model in some areas. Areas for professional growth are generally self-directed. The speech therapist serves as a model in some areas. Areas for professional growth are generally self-directed. **Score= 3**

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**

Health Services Planning and Preparation

- () 1. Demonstrating knowledge of nursing process and health.
- () 2. Demonstrating knowledge of individual health needs in the school setting.
- () 3. Promoting health and wellness.
- () 4. Demonstrating knowledge of school, district, and community health resources.

() Total score out of 16 points possible

Evidence:

The Health Services Environment

- () 1. Creating an environment of respect, rapport, and confidentiality.
- () 2. Managing health procedures/protocols.
- () 3. Supervision of health aides.
- () 4. Organizing physical space/Maintenance of health records/Storage of medication.
- () 5. Managing emergency and nonemergency interactions.

() Total score out of 20 points possible

Evidence:

Health Services Intervention/Health Education Wellness

- () 1. Engaging community/school resources.
- () 2. Engaging students/staff in health education and wellness promotion.
- () 3. Providing one-on-one follow-up health counseling to students/staff. **(3, 2, 1, 0 pts.)**
- () 4. Demonstrating flexibility and responsiveness and upholding confidentiality.
- () 5. Health services protocol, policies and procedures.

() Total score out of 19 points possible

Evidence:

Professional Responsibilities

- () 1. Reflecting on professional practice and nursing process.
- () 2. Maintaining accurate records.
- () 3. Communicating with families/staff/community and education teams.
- () 4. Contributing to school.
- () 5. Growing and developing professionally.

() Total score out of 20 points possible

Evidence:

Mandatory Core of Employment

4 Core Areas:	Attendance	Rules/Procedures/Policies	Tardies	Respect/Rapport
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Each teacher must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas listed here is deemed unsatisfactory, the teacher will be notified of the improvements necessary to retain his/her position in the school district. A score of negative one (-1) two years in a row is grounds for dismissal at the end of the second year.

Pass =0 points; Failure = -1 point and placed on a remediation plan with mandatory improvement or termination at the end of the second school year.

() Total Score is 0 or -1.

Measures of Effectiveness	TOTAL SCORE: _____/75
Objective Measures of Student Achievement & Growth	TOTAL SCORE: _____/25

Rating Designation _____ TOTAL SCORE: _____/100

Appendix F

Rigorous Measures of Effectiveness – School Psychologist

Scoring Rubrics for Each Component in Each Domain

Highly Effective

Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. The school psychologist serves as a model. Areas for professional growth are self-directed. **Score= 5**

Improvement Necessary

Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. **Score= 1, 2**

Effective

Performance typically exhibits multiple strengths that favorably impact students and the school climate. The school psychologist serves as a model in some areas. Areas for professional growth are generally self-directed. The school psychologist serves as a model in some areas. Areas for professional growth are generally self-directed. **Score= 3, 4**

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**

Assessment, Data-Based Decision Making, and Accountability: School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as, research and program evaluation to assist staff with effective decision making regarding student needs.

- () 1. Utilizes appropriate assessment and data collection methods.
- () 2. Able to establish and maintain necessary rapport with students to attain a quality evaluation.
- () 3. Conducts special education evaluations in a timely manner to inform eligibility, service, programming decisions and IEP development.
- () 4. Utilizes technology as part of data-based decision making practices.

() **Total score out of 20 points possible**

Evidence:

Interventions and Instructional Support to Develop Academic, Social, and Life Skills: School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

- () 1. Contributes to school-wide assessment and data based practices for academic, social-emotional and behavioral domains.
- () 2. Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.
- () 3. Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.
- () 4. Contributes to intervention practices for academic, social-emotional, and behavioral domains.
- () 5. Utilizes information about student background and characteristics to inform intervention and service delivery decisions.

() Total score out of 25 points possible

Evidence:

Consultation and Collaboration: School Psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

- () 1. Engages in consultation and collaboration with school staff, parents and families to address academic, behavioral, and/or social-emotional needs of a student or students.
- () 2. Engages in consultation and collaboration with parents and families to increase knowledge and skills related to the child's strengths and learning needs.
- () 3. Works with staff at all levels to assure implementation of programs/initiatives consistent with areas of responsibility.
- () 4. Engages in consultation and collaboration with community agencies and providers.
- () 5. Seeks professional growth and learning opportunities to advance own knowledge and skill.
- () 6. Supportive of the administration, school policies and procedures.

() Total score out of 30 points possible

Evidence:

Appendix G

Performance Remediation Plan

Elwood Community School Corporation

Teacher

Evaluator

Academic Year 20 - 20

In accordance with requirements of the Plan of Professional Growth and Comprehensive Assessment, identified deficiencies resulting in a final overall rating of *Improvement Necessary* or *Ineffective*, must be addressed through creation and implementation of a remediation program plan.

Identified Deficiencies

Measures of Effectiveness Domains

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

Objective Measures of Student Achievement and Growth

- Student Achievement Data

Performance Expectations

Professional Development Activities

Support Provisions

Timeline for Completion of the Plan (maximum of 90 school days)

Signatures:

Teacher _____ Evaluator _____

Date _____ Date _____

Appendix H

Teacher Self-Reflection Report

Elwood Community School Corporation

Teacher

Evaluator

Academic Year 20 - 20

Within seven (7) school days after the conclusion of the remediation program plan period, the teacher has the responsibility to complete and submit to the evaluator 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.

Teacher Signature

Submission Date

Appendix I

Remediation Program Evaluation

Elwood Community School Corporation

Teacher

Evaluator

Academic Year 20 - 20

Upon receipt of the Teacher Self Reflection report, the evaluator will conduct a Remediation Program Evaluation conference. As a result of the conference, the evaluator will complete a summative narrative detailing the assistance period and recommendations. Should the evaluator determine said deficiency(s) have not been sufficiently corrected, it/they shall be documented in the teacher's summative evaluation.

Narrative:

Recommendations:

Evaluator Signature

Date