



Rising Sun-Ohio County  
Community School Corporation  
Teacher Performance  
and Evaluation

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# Introduction

## Continuous Improvement

We believe in continuous improvement. The focus of our evaluation activities should be on the continued development of each faculty member for the ultimate purpose of improving student learning. All evaluation tools and processes will be reviewed on an annual basis with recommendations for needed adjustments based on teacher and administrator input. The Superintendent and the Board of School Trustees will determine needed changes to the system.

## Evaluations

All teachers shall be evaluated annually on the performance of assigned duties.

1. All teacher performance evaluations may include information provided by any administrator. The source of the information shall be disclosed to the teacher.
2. All teachers will be assigned one administrator to be the primary evaluator. The primary evaluator will conduct the conference(s) with the teacher.

## Representation

An Association member may be afforded Association representation if they so choose during the evaluation process.

## Right to Reflection

Anytime during the evaluation process a teacher has the right to submit a written reflection statement to be attached to any written evaluation document.

## Provision

A teacher who negatively affects student achievement and growth cannot receive a rating of *Highly Effective* or *Effective* (IC 20-28-11.5).

## Ineffective Teacher Procedure

A student may not be instructed for two (2) consecutive years by ineffective teachers. If this situation occurs, the principal will first take measures to correct the situation by reassigning the students or reassignment of the teacher and/or notify parents.

## Evaluators

Rising Sun-Ohio County administrators evaluating instructors have been trained and certified in the RISE Training for Primary and Secondary Measures.

# Teacher Evaluation RUBRIC

<b>1. Purposeful Planning: Number of Competencies: 1</b>		
Domain Description: Teachers use Indiana content areas standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessment and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.		
<i>Competency 1</i> Develop Standards-Based Units, Track Student Data, and Utilize Data to Plan	<b>Highly Effective</b>	<ul style="list-style-type: none"> <li>- Teacher correlates standards with most assignments and all assessments in PowerTeacher Pro within five (5) school days.</li> <li>- Teacher develops standards-based lesson plans using appropriate pacing and adjusts based on student assessment data.</li> <li>- Teacher uploads a weekly lesson plan into PowerTeacher Pro by the first day of the school week or a semester syllabus and adjusts/updates based on student assessment data.</li> </ul>
	<b>Effective</b>	<ul style="list-style-type: none"> <li>- Teacher correlates standards for all assessments in PowerTeacher Pro within five (5) school days.</li> <li>- Teacher develops standards-based lesson plans using appropriate pacing.</li> <li>- Teacher maintains a weekly lesson plan in PowerTeacher Pro by the first day of the school week or maintains a semester syllabus.</li> </ul>
	<b>Improvement Necessary</b>	<ul style="list-style-type: none"> <li>- Teacher correlates standards for all assessment in PowerTeacher Pro within five (5) school days, <u><b>OR</b></u></li> <li>- Teacher develops standards-based lesson plans using appropriate pacing.</li> <li>- Teacher maintains a weekly lesson plan in PowerTeacher Pro, but not by the first day of the school week.</li> </ul>
	<b>Ineffective</b>	<ul style="list-style-type: none"> <li>- Teacher does not correlate standards for all assessments in PowerTeacher Pro in a timely manner.</li> <li>- Teacher does not develop standards-based lesson plans using appropriate pacing.</li> <li>- Teacher does not consistently maintain a weekly lesson plan in PowerTeacher Pro.</li> </ul>
	2.1 Competency Notes: 1. Teacher can provide timely feedback in another system as long as students, parents, and administrators are informed of the change.	
<b>Combined Total Points Possible = 4</b>		<b>Teacher Total Domain #1 Points =</b>

**2. Effective Instruction: Number of Competencies: 5**

Domain Description: Teacher facilitates 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.

<p><i>Competency 2.1</i> Engage Students in the Academic Content</p>	<b>Highly Effective</b>	<ul style="list-style-type: none"> <li>- Teacher engages student interests by providing purpose, previewing learning, or linking prior learning/experiences.</li> <li>- At least 90% of students are actively engaged in content and are on-task.</li> </ul>
	<b>Effective</b>	<ul style="list-style-type: none"> <li>- Teacher engages student interests by providing purpose, previewing learning, or linking prior learning/experiences.</li> <li>- At least 70-89% of students are actively engaged in content and are on-task.</li> </ul>
	<b>Improvement Necessary</b>	<ul style="list-style-type: none"> <li>- Teacher does not engage student interests by providing purpose, previewing learning, or linking prior learning/experiences.</li> <li>- Between 50-69% of students are actively engaged in content and are on-task.</li> </ul>
	<b>Ineffective</b>	<ul style="list-style-type: none"> <li>- Teacher does not engage student interests by providing purpose, previewing learning, or linking prior learning/experiences.</li> <li>- Fewer than 50% of students are actively engaged in content and are on-task.</li> </ul>
	<p><u>2.1 Competency Notes:</u></p> <ol style="list-style-type: none"> <li>1. The most important indicator of success for this competency is that students are actively engaged in the content.</li> <li>2. Some observable evidence of engagement may include (but not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; and/or (c) active participation in hands-on learning.</li> </ol>	

<p><i>Competency 2.2</i> Check for Understanding and Modify Instruction as Needed</p>	<p><b>Highly Effective</b></p>	<ul style="list-style-type: none"> <li>- Teacher checks for understanding of content after each key step in the lesson.</li> <li>- Teacher modifies instruction to respond to misunderstanding without taking away from the pace, flow, or focus of the lesson or losing the engagement.</li> <li>- Teacher routinely assesses students’ mastery of the lesson objective/goal(s) through the use of formal, informal, or formative assessments. Teacher always uses this information to alter the lesson and/or future lessons.</li> </ul>
	<p><b>Effective</b></p>	<ul style="list-style-type: none"> <li>- Teacher checks for understanding of content at almost all key steps.</li> <li>- Teacher responds to misunderstandings with effective scaffolding techniques.</li> <li>- Teacher usually assesses students’ mastery of the lesson objective/goal(s) through the use of formal, informal, or formative assessments. Teacher sometimes uses this information to alter the lesson and/or future lessons.</li> </ul>
	<p><b>Improvement Necessary</b></p>	<ul style="list-style-type: none"> <li>- Teacher sometimes checks for understanding of content by calling on students with hands raised, but does not check with all students.</li> <li>- Teacher may not use a variety of methods to check for understanding, or the teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students.</li> <li>- Teacher may assess student mastery at the end of the lesson through formal. Informal, or formative assessments, but may not use this information to drive subsequent lesson planning.</li> </ul>
	<p><b>Ineffective</b></p>	<ul style="list-style-type: none"> <li>- Teacher never checks for understanding of content.</li> <li>- Teacher responds to misunderstandings by repeatedly using the same technique even when it is not succeeding or frequently allows students to “opt-out” of checks for understanding without cycling back to these students.</li> <li>- Teacher rarely or never assesses for mastery at the end of the lesson.</li> </ul>
	<p><u>2.2 Competency Notes:</u></p> <ol style="list-style-type: none"> <li>1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.</li> <li>2. Examples of how the teacher may assess student understanding and mastery of objectives: thumbs up/down, cold-calling, Do Nows, Turn and Talk/Think-Pair-Share, Guided or Independent Practice, Exit Slips</li> </ol>	

<p>Competency 2.3 Maximize Instructional Time and Procedures</p>	<p><b>Highly Effective</b></p>	<ul style="list-style-type: none"> <li>- Class normally starts and ends on time with focused activities, lessons, or practice.</li> <li>- Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handlings of materials and supplies. Routines are well understood and engaged in consistently by students.</li> <li>- Students takes the initiative with their classmates to ensure that their time is used productively. Volunteers and paraprofessionals (when present) take initiative in improving learning opportunities for students.</li> </ul>
	<p><b>Effective</b></p>	<ul style="list-style-type: none"> <li>- Class normally starts and ends on time with little down time for students.</li> <li>- There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines.</li> <li>-The teacher has established time-saving procedures for non-instructional activities. Volunteers and paraprofessionals (when present) have clearly defined roles.</li> </ul>
	<p><b>Improvement Necessary</b></p>	<ul style="list-style-type: none"> <li>- Class may consistently start a few minutes late and/or consistently end with little instruction or practice.</li> <li>- Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines.</li> </ul>
	<p><b>Ineffective</b></p>	<ul style="list-style-type: none"> <li>- Class normally starts late and/or end early.</li> <li>- Valuable instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies. There is little evidence that students know or follow established routines.</li> <li>- Students not working with the teacher are disruptive to the class. Procedures are confused or chaotic. Volunteers and paraprofessionals (when present) appear confused as to what they are supposed to be doing.</li> </ul>

	<p><u>2.3 Competency Notes:</u></p> <ol style="list-style-type: none"> <li>1. The overall indicator of success for this competency is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.</li> <li>2. Another key note for the competency is that time is used wisely from the beginning to the end of class.</li> </ol>
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<p>Competency 2.4 Create a Classroom Culture of Respect and Collaboration</p>	<p><b>Highly Effective</b></p>	<ul style="list-style-type: none"> <li>- Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring, and sensitivity to student cultures, demographics, and levels of development. Students themselves ensure high levels of civility among members of the class.</li> <li>- Students are invested in the academic success of their peers as evidenced by collaboration and assistance.</li> <li>- Teacher consistently reinforces positive character and behavior, and discourages negative behaviors. Teacher consistently exhibits good rapport with students and positive relationships are built.</li> </ul>
	<p><b>Effective</b></p>	<ul style="list-style-type: none"> <li>- Classroom interaction, both between the teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural, demographical, and developmental background differences among groups of students.</li> <li>- 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.</li> <li>- Teacher reinforces positive character and behavior, and uses consequences appropriately to discourage negative behavior. Teacher usually exhibits good rapport with students and positive relationships are built.</li> </ul>
	<p><b>Improvement Necessary</b></p>	<ul style="list-style-type: none"> <li>- Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural, demographical, and developmental background differences among groups of students.</li> <li>- 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.</li> </ul>

		- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both. Teacher has not established rapport or positive relationships with students.
	<b>Ineffective</b>	- Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural, demographical, and developmental background differences, and characterized by sarcasm, put-downs, or conflict. - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention. - Teacher rarely or never praises positive behavior or enforces consequences for negative behavior. Teacher has no rapport or relationships with students.
	<p><u>2.4 Competency Notes:</u></p> <ol style="list-style-type: none"> <li>1. If there are one or more instances of disrespect by the teacher toward student(s), the teacher should be scored ineffective for this standard.</li> <li>2. It should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.</li> </ol>	

Competency 2.5 Engage Students and Families in Student Learning	<b>Highly Effective</b>	- Teacher strives to form positive relationships in which parents and students are given ample opportunity to participate in student learning. - Teacher is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. - Teacher communicates upcoming assignments, projects, and assignments to students and families two weeks or more in advance and adjusts accordingly or maintains a semester syllabus.
	<b>Effective</b>	- Teacher will proactively reach out to students and parents in a variety of ways to engage them in student learning. - Teacher responds promptly to contact from parents and students. - Teacher communicates upcoming assignments, projects and assessments to students and families a week in advance and adjusts accordingly or maintains a semester syllabus.

	<b>Improvement Necessary</b>	<ul style="list-style-type: none"> <li>- Teacher will respond to contact from parents, but not proactively.</li> <li>- Teacher does not responds to contact from parents or students in a timely manner.</li> <li>- Teacher communicates upcoming assignments, projects, and assessments to students a couple of days prior, but does not inform parents.</li> </ul>
	<b>Ineffective</b>	<ul style="list-style-type: none"> <li>- Teacher rarely or never reaches out to parents.</li> <li>- When teacher does respond, the communication is too late.</li> <li>- Teacher does not adequately communicate upcoming assignments, projects, and assessments in a timely manner.</li> </ul>
	<p>2.5 Competency Notes:</p> <ol style="list-style-type: none"> <li>1. Communication can come in the form of notes, remind.com, all-call, PowerSchool, email, phone call, conference, Class Dojo, etc.</li> <li>2. Responding promptly to contact from parents and/or students is a 24 hour time frame or less (excluding weekends)</li> </ol>	
<b>Combined Total Points Possible = 20</b>		<b>Teacher Total Domain #2 Points =</b>

<b>3. Core Professionalism: <i>Number of Competencies: 5</i></b>		
<u>Domain Description:</u> These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric, because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet standards. If they do not, it will affect their overall rating negatively.		
Competency 3.1 Attendance	Meets Standard	Individual has not demonstrated a pattern of unexcused absences (as identified in the definitions section).
	Does Not Meet Standard	Individual demonstrated a pattern of unexcused absences (as identified in the definitions section).
Competency 3.2 On-Time Arrival	Meets Standard	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
	Does Not Meet Standard	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by the local school policy and by the relevant collective bargaining agreement).
Competency 3.3 Policies and Procedures	Meets Standard	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (i.e. procedures for submitting discipline referrals, policies for appropriate attire, etc.).
	Does Not Meet Standard	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures

		(i.e. procedures for submitting discipline referrals, policies for appropriate attire, etc.).
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Competency 3.4 Respect	Meets Standard	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.
	Does Not Meet Standard	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.
Competency 3.5 Contribute to School Culture	Meets Standard	Individual demonstrates a pattern of responsive collaboration and promotion of student success with colleagues, parents/guardians, and community members.
	Does Not Meet Standard	Individual does not demonstrate a pattern of responsive collaboration and promotion of student success with colleagues, parents/guardians, and community members.
<b>Competency Notes:</b> 3.1 – Any teacher who exhausts his/her annual discretionary personal and sick days will be designated as “Does Not Meet Standard”. 3.2 –FMLA, maternity leave, and other leave approved by the Superintendent (i.e. professional days) will be exempt.		

3. Core Professionalism	<b>Highly Effective</b>	Teacher meets standards in all five (5) competencies.
	<b>Effective</b>	Teacher meets standards in four (4) competencies.
	<b>Improvement Necessary</b>	Teacher meets standards in three (3) competencies.
	<b>Ineffective</b>	Teacher meets standards in two (2) or less competencies.
<b>Combined Total Points Possible = 4</b>		<b>Teacher Total Domain #3 Points =</b>

<b>Domain 4: IDOE Issued Building Letter Grade</b>		
<u>Domain Description:</u> The Indiana Department of Education will provide each school building with a letter grade based on state-created metrics.		
4. State Issued Building Letter Grade	A = 4	
	B = 3	
	C = 2	
	D = 1	
	F = 0	

<b>Combined Total Points Possible = 4</b>	<b>Teacher Total Domain #4 Points =</b>
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# Summary of Overall Score

## Weighting

Domain #1 (Purposeful Planning) = Score multiplied by 2 for total of eight (8) points

Domain #2 (Effective Instruction) = Score multiplied by 4 for total of 80 points

Domain #3 (Core Professionalism) = Score multiplied by 2 for total of eight (8) points

Domain #4 (IDOE Issued School Letter Grade = 4 points

<b>Final Summative Score</b>		<b>Performance Level Category and Point Range</b>
Domain # 1 Points		Highly Effective: 85-100 Points
Domain # 2 Points		Effective: 70-84 Points
Domain # 3 Points		Improvement Necessary: 60-69 Points
Domain # 4 Points		Ineffective: 0-59 Points
Total Points		

## Recommendation

Based upon the above Teacher Evaluation score, I recommend this teacher for the following:

\_\_\_\_\_ Renewal

\_\_\_\_\_ Remediation Plan for Improvement Necessary

\_\_\_\_\_ Non-Renewal

\_\_\_\_\_ Remediation Plan for Ineffective

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

Signature may not necessarily reflect agreement, but does not reflect awareness of the content of the evaluation. The teacher shall have the opportunity to attach a written reflection of any statements contained in this document.

# Appendix A

## Observations

At a minimum, teachers will have one (1) unannounced observation and one (1) announced observation each year. A short observation consists of 15+ minutes. A long observation consists of 30+ minutes.

Administrators will announce observations by Friday at 3:00 PM for the next week.

## Feedback/Communication

Principal/evaluators will provide feedback regarding each walkthrough or short observation within two (2) school days of the visit, and either the teacher or the principal may request face-to-face meetings to clarify feedback, recognize excellence, or plan for improvement. Feedback regarding the more extended observations and mandatory post-conference should be provided to the teacher within five (5) school days of the observation.

Walkthroughs will continue on a weekly basis, can serve as discussion items for improvements for the teacher, but will not be utilized in the final evaluation.

# Appendix B

## **Remediation Plan Procedures for *Improvement Necessary* or *Ineffective* Performance Level (IC 20-28-11.5)**

If a teacher's Summative Evaluation performance level is *Improvement Necessary* or *Ineffective*, the evaluator will meet with the teacher to determine a remediation plan.

A remediation plan shall be established between the evaluator and the teacher to include the following:

1. Review the specific performance expectation(s) not being met using the Rubric for Performance Level page(s) that applies to the performance expectation(s) not being met.
2. Adjust the teacher observation/evidence sections of the Rubric for Performance Level page(s) as the indicators needed to improve the level of performance.
3. Determine a system for monitoring the teacher's remediation plan.
4. Determine resources and support needed.
5. Determine the data by which the plan must be completed (no more than 90 schools days).
6. Determine the use of the teacher's license renewal credits to be used for professional development to implement the remediation plan.
7. Determine the date of the Conference for *Improvement Necessary/Ineffective* Performance Level.

If the evaluator and the teacher cannot jointly establish a Remediation Plan, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher mid-plan. At this conference (refer to Remediation Plan), the evaluator will make judgment as to whether the teacher has progressed to a performance level of Effective or Highly Effective or will be required to have a remediation plan for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a remediation plan for *Improvement Necessary* or *Ineffective* performance level, the evaluator will inform the Superintendent.

### **Secondary Evaluator**

When a teacher has been categorized as Ineffective, at the option of the teacher or the evaluator, a second evaluator may be appointed by the Superintendent or designee. The secondary evaluator will be an administrator in the building of the teacher or another trained administrator of the corporation. The secondary evaluator shall review the Remediation Plan and previous evaluations. In addition to the evaluator, the secondary shall monitor the teacher's progress on

the plan and in collaboration with the primary evaluator, make a judgment on contract renewal. The secondary evaluator’s judgment is moot if the evaluator concludes that the objectives of the plan have been met. The secondary evaluator and primary evaluator will discuss the teacher’s progress and status with the final responsibility of determination of employment status resting with the building administrator.

# Appendix C

## **REMEDICATION PLAN FOR *IMPROVEMENT NECESSARY/INEFFECTIVE* PERFORMANCE LEVEL**

If a teacher’s summary performance level is *Improvement Necessary/Ineffective*, the evaluator will meet with the teacher to determine a remediation plan.

A remediation plan shall be established between the evaluator and the teacher to include the following:

Plan Components	Action
1. Review the specific performance expectation(s) not being met using the Rubric for Performance Level page(s) that applies to the performance expectation(s) not being met.	
2. Adjust the teacher observation/evidence sections of the Rubric for Performance Level page(s) as the indicators needed to improve the level of performance.	
3. Determine a system for monitoring the teacher’s plan of assistance.	
4. Determine resources and support needed (including the possible assignment of a consulting teacher).	
5. Determine the date by which the plan must be completed.	
6. Determine the use of professional development options to implement the plan of assistance.	

7. Determine the date of the Conference for <i>Improvement Necessary/Ineffective</i> Performance.	
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## Appendix D

Evaluation – the process of conferencing with the teacher to discuss the summative results of the classroom observations.

Evidence – materials that relate to or affect instruction (i.e. lesson plans, assessments, unit planning materials, study guides, homework assignments, student work, professional documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, IB portfolios, and other materials of a similar nature).

Formative Assessment – a student assessment or quick check that systematically measures how well a student has mastered the learning outcome.

Formal Observation – an extended classroom visit by an evaluator to view the instructional activities of the teacher.

Informal Observation – a short classroom visit to observe the teacher in any of the domain areas (to be used as needed to document attainment of performance expectations). A post-informal observation conference may be requested by the evaluator or the teacher.

Probationary Teacher – a teacher who does not have three (3) summary performance levels of *Effective* or *Highly Effective* within a five year period (this includes beginning teachers). Summative evaluations from another Indiana district can be used when starting at Rising Sun-Ohio County Schools to counts towards professional teacher status.

Professional Teacher – a teacher that receives three (3) summary performance levels of *Effective* or *Highly Effective* within a 5-year period.

Summary of Performance Level – document shared with the teacher during the summary conference covering three (3) domains.

Summative Assessment – student assessment to evaluate student learning at the end of an instructional unit by comparing the assessment against some standard or benchmark.

Teacher – any certified staff member.

Walkthrough – a time when an evaluator observes a class inside the building for a short amount of time. Walkthroughs can be utilized by the evaluator to assist the teacher in areas of improvement, but cannot be used on the final evaluation.