

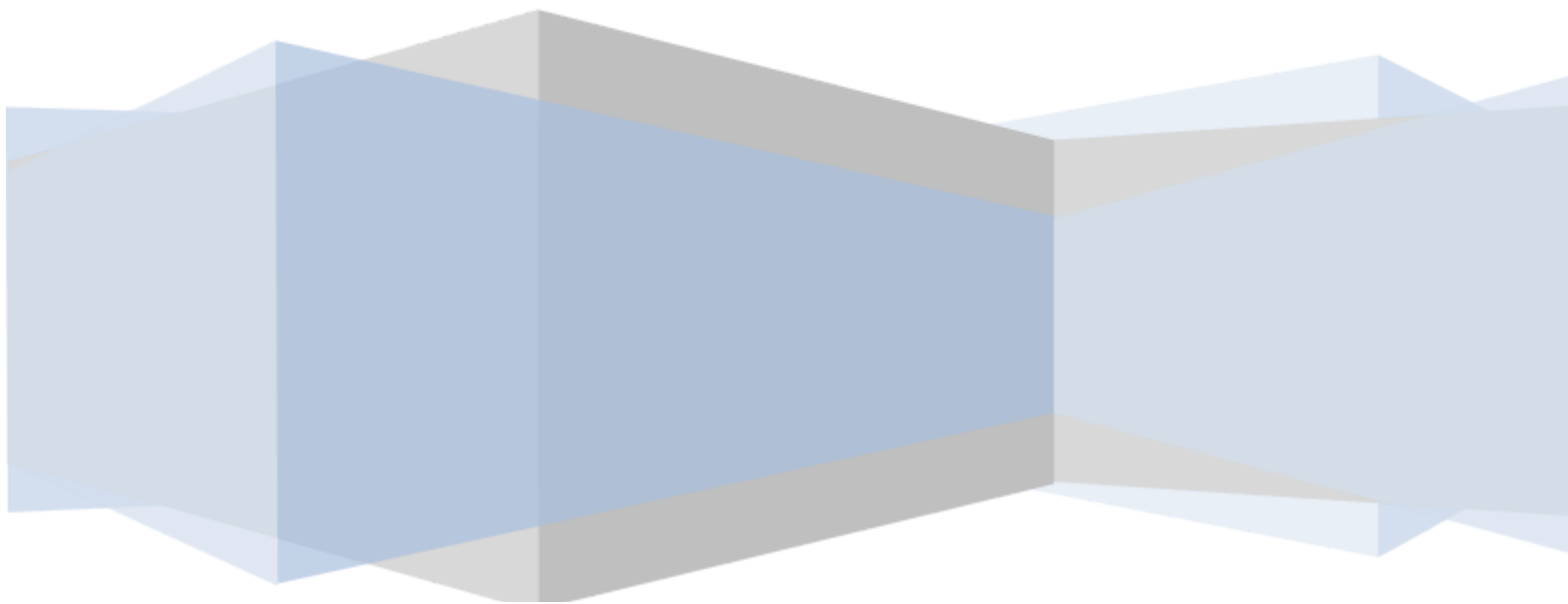


Tipton Community School Corporation

Working Together for Student Success

Certified Personnel Appraisal Plan

Developed 2012. Revised August 2013, August 2016, August 2018, June 2020, August 2020, September 2020



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The following staff members participated in the planning and development of the Tipton Community School Corporation's Certified Personnel Appraisal Plan during the 2011-2012 school year.

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September 2012

Revised August 2013

Revised August 2016

Revised August 2018

Revised June 2020

Revised August 2020

Revised September 2020

Executive Summary

Teacher evaluations will be based on evidence collected in Professional Practice. The data collected is quantified into a 1 to 4 point scale with weights being given to each category within an area, and sometimes, where noted, within a category.

For the Professional Practice, a rubric will be used in assigning a value. This will be 100% of the overall evaluation. At least one extended classroom observation (at least 40 minutes) will be conducted before December 1. Formal walkthroughs (at least 10 minutes) will be conducted with at least one per nine (9) weeks using Standard for Success Walkthrough Template. Informal walkthroughs will also be utilized at the evaluators discretion. At least one additional extended observation will be conducted with probationary teachers, those who receive a "Needs Improvement" or "Ineffective" rating on the first semester observation, or wish to improve their rating of the first observation (teachers rated highly effective cannot request an additional observation).

Professional Practice		Value
Teacher Evaluation Rubric (TER)	Domain 1: Planning (10%) Domain 2: Instruction (75%) Domain 3: Leadership (15%) Domain 4: Core Professionalism	
4 Formal Walkthroughs	See below	
	Total Summative Weight	100%

The Students Were:

On task
Taking a test or quiz
Completing projects
Completing worksheets
Using technology
Listening and/or responding
Rote Answers
Higher-level Answers
Collaborating

The Teacher Was:

Explaining expectations
Direct instruction (lecture)
Individualized instruction
Group instruction
Differentiation of instruction
Modeling
Using effective questioning strategies
Asking higher order questions
Asking entry level questions
Using wait time effectively
Moving among students
At desk

Classroom Environment:

Lesson objective clear
Standards correlation evident
Visuals in room and used by students
Classroom rules and expectations posted
Emergency procedures posted
Lesson plans available
Rubrics in use

Add comments here....

Attachments & Links

Allowable Filetypes

[Choose File](#) No file chosen

Description

- 250 characters

[Upload Attachment](#) [Add Link](#)

Standard for Success Walkthrough Rubric

All data will be quantified into a 4 point rating scale for the teacher.

Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

Tipton Community School Corporation's

Mission, Vision, and Beliefs

The mission of Tipton Community School Corporation is that all segments of the school community are ***working together for student success.***

We envision “[T]he future success of TCSC is dependent upon our school’s strong partnership between students, staff, parents, and community. This collaboration provides opportunities for student success and growth in their academic, vocational, and personal pursuits. It is an environment where students take ownership of their future while becoming respected, responsible, citizens in an ever-changing world. A highly motivated staff implements best practices through a well-articulated K12 curriculum and oversees development in students’ character, social, and collaborative skills.”

As a school community, we share the following common beliefs and values:

We believe...

- ... that all students can learn and achieve.
- ... that education is a partnership between schools, families, and community.
- ... that a diverse learning environment with high expectations maximizes student success and achievement.
- ... that content, instruction and assessments must be stimulating, intellectually challenging and relevant to the lives and future success of the students.
- ... that professional development is essential for all staff members.
- ... that every person is a teacher and role model through their actions.
- ... that in recruiting, retaining, and developing a highly qualified, highly effective staff.
- ... that our schools are a positive reflection and an integral part of the community.
- ... that family and community integration enables students to see value in learning, fosters a sense of responsibility, and provides safe and secure learning environments.
- ... that sound financial planning and implementation is essential to achieve district/corporation goals.
- ... that fine arts, creative arts, academic clubs, and athletic experiences facilitate personal growth, leadership and positive relationships.
- ... that a responsible education also includes values, personal reflection, interpersonal relationships, and social responsibilities.

We value...

- ... the uniqueness of each student.
- ... instructional practices based on evidence-based research.
- ... a well planned, articulated curriculum that is implemented throughout the K-12 setting

- and meets the individual needs of students.
- ... collaborative relationships between community members, businesses, and leaders for the benefit of our students and public education.
- ... facilities that are safe and well- maintained to provide a quality learning, working, and social environment.
- ... the integration of technology as a tool which enhances student learning, reduces expenses, and improves efficiencies.
- ... facilities that are safe and well- maintained to provide a quality learning, working, and social environment; and,
- ... the integration of technology as a tool which enhances student learning, reduces expenses, and improves efficiencies.

Description of IN-TASS Training/Process

Tipton Community School Corporation (TCSC) embarked on developing this teacher appraisal plan in the fall of 2011. In response to the Indiana's General Assembly of Senate Enrolled Act 1 (SEA 1) (IC 20-28-11.5), a number of staff members began to learn about the RISE Model of Evaluating Teacher Performance coming from the Indiana Department of Education. Some TCSC staff members attended a presentation by Dr. Hardy Murphy where he outlined the evaluation model used in his school district in Evanston, Illinois. Sharing this information with the administrative team and the leadership of the Tipton Education Association, TCSC decided to join the coalition that was being developed by a group from Indiana University. By joining this coalition, TCSC would be in a network of neighboring school corporations that included Kokomo Center School Corporation, Taylor School Corporation, and Northwestern in Howard County, as well as Southeastern in Cass County, working on this process together.

The Center on Education and Lifelong Learning (CELL) at Indiana University designed a model for evaluating teacher effectiveness in compliance with the new state law, based on Dr. Hardy's model used in Evanston. CELL began working with an initial group of 12 Indiana school districts, including TCSC, to implement the model. Called the Indiana Teacher Appraisal and Support System (IN-TASS), the model was developed in collaboration with Dr. Hardy Murphy, superintendent of Evanston/Skokie, Ill., School District 65, and the School of Education at Indiana University-Purdue University Indianapolis. The Evanston/District 65 Professional Appraisal System was used as the framework in the development of the IN-TASS.

The Evanston/District 65 Professional Appraisal Model is one of five teacher evaluation models compared in a recent policy brief from the Center for Evaluation and Education Policy (CEEP) at Indiana University. The brief, "Revamping the Teacher Evaluation Process," offers information on SEA 1 and its implications for teacher evaluation. "Strengths of the District 65 model are its clear and simple synthesis of inputs and outputs, and its automatic due process procedures," the authors of the CEEP report write. " ...these elements are absent from many of the other models included in this brief."

The focus of the IN-TASS was to facilitate the growth of all education professionals, enhance the quality of classroom instruction and school system supports, and improve student achievement. TCSC, along with the

other eleven school corporations, committed to implementing IN-TASS and received training and support to develop their appraisal plans.

IN-TASS has been approved by the Indiana Department of Education to support Indiana school corporations as they develop local plans for teacher appraisal. IN-TASS enabled school corporations to comply with SEA 1, which was approved by the Indiana General Assembly in the spring of 2012 year and requires Indiana schools to implement teacher evaluation systems that make significant use of measures of student performance and growth, starting in 2012-13.

While participating in IN-TASS, TCSC continued to follow the progress of the RISE Model being developed by the Indiana Department of Education (IDOE) and to take advantage of various meetings held throughout the state on the new appraisal system. This included training provided by Wabash Valley Education Center (WVEC) on Student Learning Objectives (SLO) and using the RISE Rubric. This also included the implementation of the use of classroom walk-throughs. Classroom walk-throughs were conducted during the 2011-2012 school year to 1) help administrators develop time management skills that enabled them to visit classrooms often, and 2) have teachers (and students) become accustomed to having an administrator stop in the classroom often. Observers used a template identifying certain aspects of the classroom, procedures used, and the behaviors of the teacher and the students. This data was collected and used by the school corporation and the staff in analyzing what was taking place in the classrooms of TCSC.

The final plan contained herein is a blend of the Evanston model and the IDOE's RISE Model.

Gathering Feedback and Communication Plan

TCSC used their email system to distribute information to the TCSC staff. This provided a means for staff members to communicate their ideas and concerns back to the committee. While the effectiveness of this method was questionable, each building did have a teacher and administrator representative working on the Teacher Evaluation Committee. This allowed for progress reports to be made at individual building's staff meetings and in discussions with the Tipton Education Association (TEA) on a regular basis.

Ongoing communication and feedback is done through staff meetings and regular professional development. Teachers new to the corporation are assigned a mentor who assists in communicating the Teacher Appraisal Plan with those individuals. Copies of the Certified Personnel Appraisal Plan are made available to all staff members. An Executive Summary of the plan is posted on the corporation website and reviewed at beginning of the year staff and board meetings.

Introduction and Purpose of Teacher Evaluation

Guiding Principles and Beliefs

IN-TASS has as their guiding principles:

1. A system that strives for accurate judgments about the teaching and learning process.
2. A system that enables valid judgments/assessment of student growth.
3. A system that includes multiple measures of student achievement.
4. A system that facilitates a productive professional dialogue among all involved.
5. A system that creates confidence and support for all stakeholders.

6. A system that has procedures incorporated to address anomalies and variance/inconsistencies in implementation and judgments.
7. A system that incorporates collegial decision-making.

The purpose of the teacher appraisal program in Tipton Community School Corporation is to create a climate to ensure quality instruction and enhance professional growth. The goal of the program is to link instruction, supervision, and evaluation to professional development. The ultimate outcome should be to enhance quality instruction, encourage professional growth for the participants, and to improve student achievement.

We believe that all children can learn. We believe that teaching and teachers are the heart of the educational process and that teacher performance makes a difference in the achievement of students as well as the students' sense of fulfillment and feeling of well-being. What teachers do and how they do it play key roles in achieving this goal; therefore, teaching is the most important aspect of our purpose to educate students to their maximum potential. We recognize that teachers are also learners and need a collegial and supportive atmosphere in order to thrive. The establishment of a dynamic and productive environment will result in successful and positive students.

We also believe that an effective appraisal plan should be positive, must be clearly defined, and is an ongoing process that strives for accurate judgments about the teaching and learning process. An effective plan must also be a collaborative effort between teachers and administrators, resulting in confidence and support for all stakeholders. Enough time, the right tools, and adequate funding are necessary for an evaluation process to result in effective instruction. Professional development must also be a part of the plan and is the responsibility of both teacher and administrator. Professional growth, a personal responsibility, is achieved best in an environment characterized by trust, support, and mutual respect among administrators and staff. Teacher appraisal requires: clearly stated criteria, data drawn from available and appropriate sources which assess student growth, observations in different situations over time, and procedures to address inconsistencies in implementation and judgment.

The principal, as the instructional leader in the school is responsible for providing feedback and positive support to staff members. Appraisal of staff members is constant. Staff members have different professional needs at different times in their careers. New staff members may require more support and advice; they may benefit from specific observational data and analysis. Experienced professionals can benefit more from support and encouragement about research and new methodology. This support may come from administrators and/or colleagues and may take forms other than observational data. Finally, some staff members may require more intensive intervention. When intervention is necessary, staff members will have positive support as they work toward improvement.

Performance expectations of certified personnel were developed with the understanding that:

- Growth and development are best achieved in an environment marked by mutual respect and trust.
- Teachers are professionals and will make responsible decisions about their growth and development.
- Teachers will provide a caring classroom environment for all students in an atmosphere that facilitates learning.

- Reflection and analysis are essential for the professional growth of teachers and the successful practice of teaching.

Among the goals for the Certified Personnel Appraisal Plan are to:

- 1) Improve the quality of instruction and performance of staff to enhance student learning as defined in the professional competencies;
- 2) Provide training and support for staff, including staff new to teacher or new to TCSC;
- 3) Create positive attitudes toward the purposes and value of appraisal and professional development; and
- 4) Collect reliable and varied data for making employment decisions.

All of these characteristics will be found in the TCSC's Certified Personnel Professional Appraisal System. Through the domains, components, and elements of the RISE Teacher Effectiveness Rubric (TER). All of the characteristics of an effective appraisal system focus upon teacher development, improvement of instruction, and student learning. The domains of the RISE Teacher Effectiveness Rubric of professional appraisal used as a framework for TCSC's Certified Personnel Appraisal System are 1) purposeful planning, 2) effective instruction, 3) teacher leadership, and 4) core professionalism.

In the TCSC's Certified Personnel Appraisal Plan, each teacher will receive a rating at the end of the school year in one of four performance levels:

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

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

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

Ineffective: An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning

outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Components Required by Law

The Teacher Appraisal Program, by state law (I.C. 20-28-11.5) evaluations must:

- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

More specifically, the appraisal plans must have the components outlined below:

Components of the Plan:

- Plans must include performance evaluations for all certified employees conducted at least annually.
- Plans must include "rigorous" measures of effectiveness including observations and other performance indicators
- Plans must include an annual designation of each certified employee as either a) highly effective, b) effective, c) improvement necessary or d) ineffective.
- Plans must include an explanation of the evaluators recommendations for improvement and the time by which improvement is expected.
- **Plans must include a provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.**
- **Plan must include a provision that a teacher who negatively impacts student growth cannot receive a rating of highly effective or effective.**
- Interlocals, Special Education cooperatives, Joint Career and Technical schools, charters and virtual charters are included as school corporations requiring plans.
- Each school corporation must submit a plan which will be published on the IDOE website.
- Legislation is not clear as to whether districts need 75% vote from teachers so it is recommended.

Evaluations:

- All certified employees will have an evaluation conducted annually.
- The Summative Evaluation must be conducted and a conference held with the teacher no later than December 1 of the year following the observation. This information is needed to determine the distribution of the Teacher Appreciation Grant.
- An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.
- A teacher may conduct staff evaluations if they have a record of effective teaching over several years, is approved by the principal, and conducts staff evaluations as a significant part of their job.

- The evaluator must discuss the evaluation with the employee and employee must receive a copy of evaluation no later than seven (7) school days after the observation
- Individuals can only conduct evaluations if they have received training and support in evaluation skills.
- If teacher is rated "ineffective" or "needs improvement", the evaluator and teacher shall develop a remediation plan of not more than 90 school days in length to correct deficiencies.
- Remediation plans must require the use of license renewal credits in professional development activities intended to help the teacher achieve an effective rating on the next evaluation.
- A teacher who receives a rating of "ineffective" may file a request for a private conference with Superintendent/designee no later than 5 days after receiving notice.
- A student may not be instructed for 2 consecutive years by 2 consecutive teachers, each of whom was rated as "ineffective" 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 for the most recent year in which the teacher instructed students will be used.
- If a school corporation cannot comply with the above they must notify parents of each applicable student indicating the student will be in a classroom with a teacher rated "ineffective". The parent must be notified before the start of the second consecutive year.
- By August 1 of each year, school corporations must submit the results of the staff performance evaluations, including the number of certified employees placed in each performance category to the IDOE. Before Sept. 1 of each year, IDOE will report the results to the state board and the public.
- At the beginning of each school the Teacher Evaluation Communication plan will be effectively communicated to all stakeholders.

Figure 1: Probationary, Professional, and Established Teachers

Evaluation Summary	Any new teacher after July 1, 2012		All current teachers as of July 1, 2012
	Probationary	Professional	Established
Highly Effective	When rated <i>highly effective</i> or <i>effective</i> for three of five years, the teacher will move to <i>professional</i> .	Remains at the <i>professional</i> level.	Remains at the <i>established</i> level.
Effective	When rated <i>highly effective</i> or <i>effective</i> for three of five years, teachers will move to <i>professional</i> .	Remains at the <i>professional</i> level.	Remains at the <i>established</i> level.

Improvement Necessary	Two consecutive may lead to dismissal.	Remains at the professional level. Any combination of three <i>improvement necessary or ineffective</i> ratings within five years may lead to dismissal for incompetence.	Remains at the <i>established</i> level. Any combination of three <i>improvement necessary or ineffective</i> ratings within five years may lead to dismissal for incompetence.
Ineffective	May be dismissed.	Moves back to <i>probationary</i> after one ineffective rating	Remains at the <i>established</i> level. Any combination of three <i>improvement necessary or ineffective</i> ratings within five years may lead to dismissal for incompetence. (Two consecutive ineffective ratings may also lead to dismissal.)

General Overview of Evaluations

All certified staff members will be included in the appraisal process. Indiana code requires that certified personnel receive one formal evaluation per year. TCSC's local appraisal system provides for a minimum of one long observation (of at least 40 minutes) all individuals being evaluated plus four (4) formal walkthroughs (one (1) per 9 weeks of at least 10 minutes each). Formal walkthroughs are part of the Summative Evaluation. Long observation and formal walkthroughs may be a basis for determining additional observations. If a teacher has been classified as in the lower categories – ineffective or needs improvement, or is classified as a probationary teacher, they will receive a second long observation as part of their evaluation. Informal walkthroughs may be conducted throughout the school year.

Figure 2: Teacher Categories and Observations

	Highly effective/effective and/or professional/established	Ineffective/improvement necessary and/or probationary
Formal Walkthrough	One (1) per nine weeks with written feedback within 2 days	One (1) per nine weeks with written feedback within 2 days
Long Observations	Minimum one per year with written feedback within five school days and a post conference within seven school days.	Minimum two per year with written feedback within five working days and a post conference within seven school days.

All evaluation-based observations are to be completed by December 1 of each year. This will provide time for those teachers receiving a rating of ineffective or needs improvement to implement an improvement

plan that has been agreed upon during the post-observation conference with the evaluator. For those teachers falling into one of these categories, a second evaluation, including at least one extended observation will be conducted and is to be completed by March 15. Additional short observations will be included in the final observation and prior to the evaluation conference.

The final summative evaluation conference with the teacher will be held when all data has been collected and before December 1 of the school year immediately following the observations.

Components of Evaluation System

Overview of Components

All certified employees will receive an annual evaluation. This will consist of a minimum of one long observation for teachers in the professional or established category. A minimum of two long observations for teachers in probationary or rated improvement necessary or ineffective. The long observation will be at least forty (40) minutes in duration and will be pre-scheduled with the teacher. Teachers are expected to complete a Pre observation form before being observed. This observation will be followed with written feedback within five (5) school days and a post-conference within seven (7) school days. A minimum of four formal walkthroughs (one (1) per nine weeks) which are unannounced and will be done by any trained evaluator, with written feedback will be provided within two (2) school days.

Every teacher is unique, and the classroom is a complex place. TCSC's Certified Personnel Appraisal Plan relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance.

Professional Practice – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

Professional Practice

TCSC has chosen to use the Indiana Teacher Effectiveness Rubric (TER) developed for the state's model, RISE. TER is relatively simple to use while providing the domains and indicators that would encompass those qualities we wish to evaluate. Rubrics for counselors, media specialist, and other certified staff have been developed by their respective professional organizations in partnership with the IDOE. These are also incorporated in the TCSC's Certified Personnel Appraisal System.

It was determined that with their administrative training and evaluation experience, the licensed building principals would be the best qualified individuals to continue to serve in this capacity. IDOE certified trainers provided by the Wabash Valley Education Center (WVEC) trained all building principals and central office administrators in the summer of 2012 on using the RISE evaluation model. In addition, teacher members of the Teacher Evaluation Committee participated in the training. This peer training would provide additional support and understanding to teachers as the new appraisal system is implemented.

Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.
2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.
3. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies, as shown in Figure 3 on the following page. In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job. The Core Professionalism domain has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

All supporting teacher observation and conference documents and forms can be found in Appendix G. Supplemental documents have been prepared for each of the following areas of certified personnel: In Teacher Effectiveness Rubric, Media Specialist Effectiveness Rubric, Counselors Effectiveness Rubric, Special Educator Effectiveness Rubric, Principals Effectiveness Rubric, and Superintendent Effectiveness Rubric.

Figure 3: Domains 1-3 and Competencies**Domain 1: Planning**

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Develop Standards-Based Unit Plans and Assessments
- 1.4 Create Objective-Driven Lesson Plans and Assessments
- 1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration
- 2.9 Set High Expectations for Academic Success

Domain 3: Leadership

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers
- 3.3 Seek Professional Skills and Knowledge
- 3.4 Advocate for Student Success
- 3.5 Engage Families in Student Learning

Teacher Effectiveness Rubric: Scoring

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. The difference between evidence and judgment is highlighted in the examples below.

Figure 4: Evidence vs. Judgment

Evidence	Judgment
<p>(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on</p> <p>(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?</p>	<p>The teacher doesn't do a good job of making sure students understand concepts.</p>
<p>Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees) "Why do you agree?"</p>	<p>The teacher asks students a lot of engaging questions and stimulates good classroom discussion.</p>

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post conference. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea their performance on competencies prior to the end-of-year summative scoring conference. Below is an example of a portion of the evidence an evaluator documented, and how he/she mapped it to the appropriate indicators.

Figure 5: Mapping Evidence to Indicators

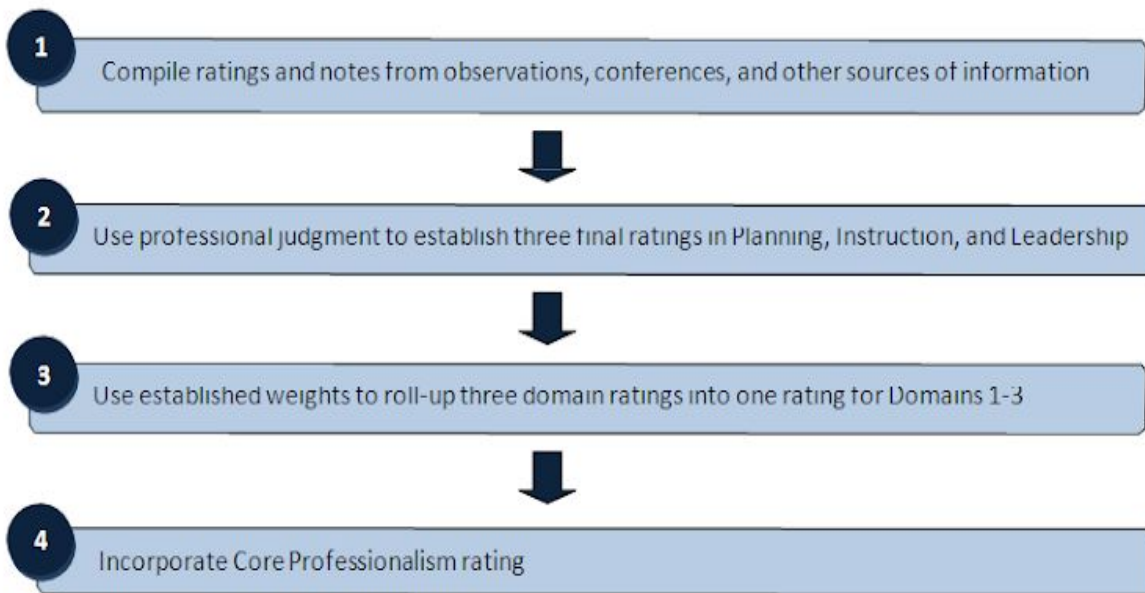
Evidence	Indicator
<p>(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on</p> <p>(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?</p>	<p>Competency 2.4: Check for Understanding Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. (Ineffective)</p>

Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.)

Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees.) "Why do you agree?"

Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work
Teacher frequently develops higher-level understanding through effective questioning.
(Effective)

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during a summative evaluation conference. The final teacher effectiveness rating will be calculated by the evaluator in a four-step process:



Each step is described in detail below.

1 Compile ratings and notes from observations, conferences, and other sources of information.

At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from 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 every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.

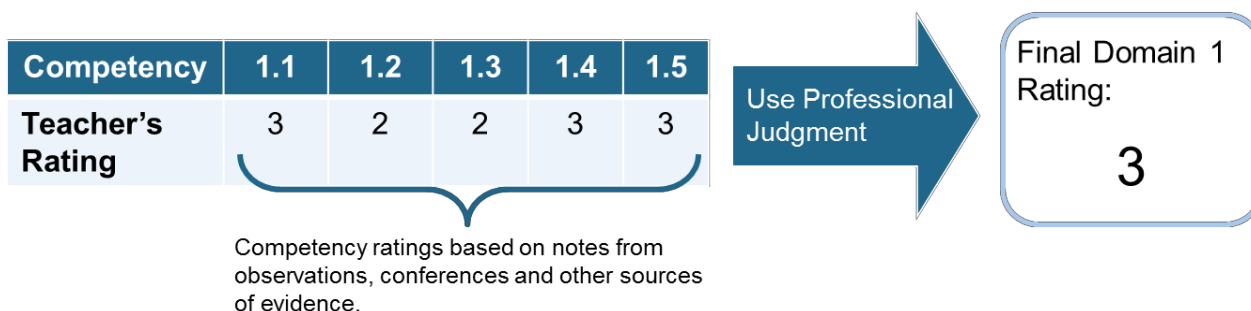
Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

2

Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

Figure 6: Example of competency ratings for domain 1 and the final domain rating.



At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1: Planning	D2: Instruction	D3: Leadership
Final Ratings	3 (E)	2 (IN)	3 (E)

Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

3

Use established weights to roll-up three domain ratings into one rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to

improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

Figure 7: Ratings and Weights

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	10%	0.30
Domain 2: Instruction	2	75%	1.50
Domain 3: Leadership	3	15%	0.45
Final Score			2.25

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score



Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. The teacher must meet the standards in all four indicators otherwise he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Teacher Effectiveness Rubric Score (2.25-1) = 1.25

Scoring Requirement: 1 is the lowest score a teacher can receive in the TCSC appraisal system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating. To determine the teacher's final rating, scores must be rounded to the nearest tenth to make that final determination. For example, a teacher with a score of 3.26 would be rounded up to 3.3, for a rating of Effective (3). A teacher with a score of 3.22 would

receive a final score of 3.2 for a rating of Effective (3). Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

The Role of Professional Judgment

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Teacher Effectiveness Rubric provides a comprehensive framework for observing teachers' instructional practice that helps evaluators synthesize what they see in the classroom, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning a teacher a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which teachers' practice grew over the year, teachers' responses to feedback, how teachers adapted their practice to their current students, and the many other appropriate factors that cannot be directly accounted for in the Teacher Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Teacher Effectiveness Rubric and the specific context of a teacher's school and students.

Evaluators

All evaluators are required by law to receive training in evaluation skills. Evaluators have been identified as the corporation's administrators. During the summer of 2012, the current administrators received extensive training through IDOE certified trainers in using the RISE Rubric for Teachers. This training was conducted through the WVEC. In addition, a teacher leader in each building received this same training not to be evaluators but to assist their peers in understanding this new evaluation tool.

Evaluators are in two categories: Primary Evaluator and Secondary Evaluator. Only administrators, building and corporation, will serve as evaluators. The Primary Evaluator is that person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator. This will be either the building principal or the assistant building principal. The primary evaluator must perform a minimum of one extended and two short observations.

The Secondary Evaluator is the administrator whose observations, feedback, and information gathering informs the work of a primary evaluator. This could be any administrator in the corporation that has received training in the evaluation process, including the superintendent and assistant superintendent. A secondary evaluator mainly is involved with performing the additional short observations that may assist the primary evaluator.

Observations

All certified employees will receive an annual evaluation. This will consist of a minimum of one long observation completed by December 1 for an established or professional teacher and 1 long observation per semester for a probationary or improvement necessary/ineffective teacher. The long observation will be at least forty (40) minutes in duration and will be pre-scheduled with the teacher. The teacher needs to complete a pre-observation form. An optional pre-observation conference may be scheduled by the request of the teacher or the evaluator. This observation will be followed with written feedback within five (5) school days and a post-observation conference. The post-observation conference shall occur within seven (7) working days between administrator and the teacher following the observation. The teacher will indicate receipt of a copy of the written observation. The teacher may file in his/her personnel file any comment with respect to such evaluation, provided such shall be submitted within twenty (20) work days of receipt of the written summary.

Additionally, four (4) formal walk-throughs (one (1) per nine weeks) may be conducted for additional documentation and will be unannounced.

For those teachers requiring a second evaluation, the evaluation-based observations are to be completed by March 15. Additional observations will be included in the final observation and prior to the evaluation conference.

The observations are only one component of the total evaluation process. Evaluators will gather evidence of a teacher's effectiveness and record that evidence in the Teacher Effectiveness Rubric. Much of this evidence will be gathered through classroom observations. Additional evidence collected that could be included in the overall evaluation may include: conversations, binders, portfolios, classroom invitation, etc. to prove or document performance at a certain level for a certain competency. Teachers are invited to collect and share information and evidence that would support their efforts in any of the domains of the evaluation process. This may include teachers using the evaluation tool for self-evaluation, rating themselves, and engaging in reflective dialogue with their evaluator(s). This may become more important when there is a difference of opinion between the evaluator and the teacher, where supporting evidence would help to document a position. Teachers who receive a rating of "ineffective or improvement necessary" would strongly be encouraged to collect evidence to help document their professional growth and improvements. Any artifacts required as part of the evaluation process and due dates will be mutually agreed upon by the teacher and administrator. A list of suggested artifacts that could be used can be found in Appendix B.

Professional Development/Assistance Plans

Training of Evaluators

All evaluators are required by law to receive training in evaluation skills. Evaluators have been identified as the corporation's administrators. The current administrators received extensive training through IDOE certified trainers in using the RISE Rubric for Teachers. This training was conducted through the WVEC. In addition, a teacher leader in each building received this same training not to be evaluators but to assist their peers in understanding this new evaluation tool. Administrators receive on-going local training

through group practice observations. Administrators take advantage of other training opportunities as they become available

Professional Goals

The teacher appraisal process should support continuous professional growth to benefit the students of TCSC. The evaluation process is used to help identify and implement the needs of the school corporation and the individual teacher. Professional goals are established to help teachers meet their individual professional goals as well as the corporation and school's goals to improve student learning. Continuing throughout the staff member's professional career, the staff member and administrator work collaboratively to ensure strengthening of professional competencies. The three major components to this process are: 1) continued appraisal of the professional competencies (domains), 2) planning for continued professional growth, and 3) monitoring student growth.

All teachers are encouraged to establish professional goals for themselves. A professional goal should be achievable and reflect both long term, i.e., two-year, and/or short-term one-year goals. These goals should reflect the teacher's desire for professional growth as well as a commitment to corporation goals. The goals should also include and reflect a determination of the academic achievement and student growth profile of the classroom and individual students. At the beginning of the school year, staff members should identify their goals and the strategies to be used to achieve those goals.

Additionally, the principal and teacher should discuss the teacher's strengths and weaknesses. With this information the principal and teacher collaboratively set the teacher's professional goals that reflect district and building goals and result in the continuous improvement of student learning.

The teacher appraisal system is designed to provide a clear picture of the teacher's performance. It is used to help reinforce and recognize those areas in which the teacher excels and supports student learning. But it also used to help identify those areas where a teacher can improve in their performance. The teacher appraisal software used by the evaluators can be of assistance as the overall data is analyzed. It will help to identify strengths and weaknesses – not just of individual teachers, but of the staff as a whole. This data can be used to 1) identify professional development needs of groups of teachers, or the staff as a whole as they continue to embark on continuous improvement, 2) help to identify and match teachers who could serve as mentors or coaches in specific areas. These coaches can be especially helpful in guiding new teachers and/or those teachers struggling in a given area.

Professional Assistance Plan

When a teacher receives a rating of "improvement necessary" or "ineffective" they will be placed on a Professional Assistance Plan. When receiving such a rating the evaluator will provide the teacher recommendations for improvement and the time by which improvement is expected. The evaluator and teacher will develop a remediation plan of not more than 90 school days in length to correct deficiencies. Remediation plans must require the use of professional growth points in professional development activities intended to help the teacher achieve an effective rating on next evaluation. The purpose of the Assistance Plan is twofold:

- 1) to enable an administrator to assist a teacher needing assistance
- 2) to enable a teacher the opportunity to seek assistance

The Professional Assistance Plan is completed where the teacher is given assistance and opportunities to remediate any deficiencies in performance. The Professional Assistance Plan will include:

1. A statement identifying the concern(s) relative to a teacher's evaluation;
2. An identification of individuals involved in the plan;
3. A listing of activities/procedures to be initiated and utilized;
4. A listing of resources to be allocated for plan implementation and completion including but not limited to materials, professional development, and budgetary considerations; a time line indicating implementation dates, final review dates, and meeting dates to review progress of the plan.
5. Meeting minutes and discussions within this plan will be filed at the building be made available to the corporation office upon request.
6. A review of progress at the conclusion of the designated time period will result in one of three recommendations:
 - a. Concern resolved, removal from Professional Assistance Plan
 - b. Progress noted, continue with the Professional Assistance Plan.
 - c. Concerns unresolved, revise the Professional Assistance Plan, or move for dismissal.

The purpose of the Professional Assistance Plan is to bring individuals together to identify and discuss areas of concern related to the teacher's performance. Procedures, resources, and timelines relative to resolving the concerns will be mutually agreed upon. This concern will be discussed within five (5) working days. The principal and teacher will complete classroom observations (both short and extended), discuss area of concerns, and provide suggestions for improvements. The Professional Assistance Plan should be:

- Based upon specific need
- Directed toward improvement of professional competencies
- Initiated by teacher or administrator
- Collaboratively developed
- Collaboratively implemented

The Professional Assistance Plan should reach completion within a mutually agreed upon time frame. A review of progress by the administrator will result in one of three recommendations:

- concerns resolved, no further action necessary;
- progress noted, continuation of agreed procedures and mutually agreed upon extended timeline and/or;
- concerns remain unresolved, revise the Professional Assistance Plan, or move for dismissal.

The *Professional Assistance Plan* should reach completion within a mutually agreed upon time frame. A review of progress by the administrator will be included in the summative evaluation conference.

Depending on whether a teacher is classified as Probationary or Professional (see page 13) when placed on the Professional Assistance Plan because of his/her evaluative rating, such placement could lead to the teacher's dismissal if improvements are not noted.

Ineffective Teachers

An ineffective teacher is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education. While TCSC will provide professional assistance for that teacher, the corporation will also ensure that students do not receive instruction from an ineffective teacher two years in a row. When this is unavoidable, parents will be notified in writing of this status at the beginning of the student's assignment to that class.

Summative Teacher Evaluation Scoring

This final weighted score is then translated into a rating on the following scale.

3.23 				
Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

The score of 3.23 maps to a rating of "Effective". If a teacher received a score of 3.46, since it is borderline, it would be rounded up to 3.5 for a rating of "Highly Effective." A score of 3.44 would not round up. Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating derived electronically from Standard for Success.

Teachers and administrators should have an understanding of the definitions of negative impact on student learning at the beginning of the evaluation cycle, as well as the procedures by which a teacher's rating will be adjusted if he or she is identified as negatively impacting student learning. A teacher identified as having a negative impact on student learning cannot receive a final evaluation result of effective or highly effective. The final evaluation rating will either be improvement necessary or ineffective and will depend on the combination of all measures included in the performance evaluation. The final summative rating may be modified by the evaluator to reflect this. A teacher who has received a rating of ineffective may request a private conference with the superintendent. This request must be made in writing and within five (5) working days of the conference held between the teacher and the evaluator.

Evaluators will gather evidence of a teacher's effectiveness and record that evidence in the Teacher Effectiveness Rubric. Much of this evidence will be gathered through extended and short classroom observations. Teachers are invited to collect and share information and evidence that would support their efforts in any of the domains of the evaluation process. This may become more important when there is a difference of opinion between the evaluator and the teacher, where supporting evidence would help to document a position. Teachers who receive a rating of "ineffective or improvement necessary" would strongly be encouraged to collect evidence to help document their professional growth and improvements.

Performance Pay

The performance pay package has been developed and is distributed in two phases. The first phase is the performance pay that is negotiated with the TEA and is based on the teacher evaluation and experience. (See Appendix I) The second phase is based on the Teacher Appreciation Grant distributed by the IDOE in December. This award is distributed to those teachers rated highly effective or effective and the amount of the awarded stipend is calculated based on the factors of attendance, leadership, and professional growth. (See Appendix J)

Oversight Process

The Certified Personnel Appraisal Plan will be reviewed annually by the Teacher Evaluation Committee of teachers and administrators for the purpose of making changes to reflect best practices in teacher evaluation and as a result of feedback from teachers and principals in the school corporation. The Teacher Evaluation Committee will continue to monitor progress and to review issue and concerns. Each corporation- and school-wide program anomaly will be reviewed by the Teacher Evaluation Committee and if a problem exists, corrective action will be taken by the committee. When appropriate, summative ratings that were affected by the identified problem will be modified in keeping with the corrective action.

The teacher appraisal rubric software used by the evaluators will provide data on how teachers are scored using this appraisal system. Through an analysis of the data gathered, it will show the final ratings and how many teachers were scored in each area. The data can help to show if there are discrepancies in how teachers are being scored. It will also provide information on the strengths and areas of concerns of the teaching staff within a building or within the corporation.

As we look at the evaluation process, we will use this data to assess the evaluation plan itself. The committee will collect informal and formal feedback from teachers as they complete evaluations in December and again in March. The committee will meet annually to review the evaluation plan and examine the data collected on the evaluations for analysis. TCSC incorporates the IN-TASS Teacher Evaluation Plan Rubric to help evaluate the TCSC Certified Personnel Appraisal Plan.

Glossary of Terms

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or “bar” that is the same for all students, regardless of where they begin.

Artifacts: Any evidence, in a variety of formats that could be used to support, document, or give evidence of task or performance being met.

Beginning-of-Year Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher’s prior year performance and Professional Development Plan (if applicable).

Certified Employee: Those employees who are required to hold a license issued by the Indiana Department of Education. This would include all classroom teachers, counselors, media specialist, and administrators.

Classified Employee: Those employees who work for the school but are not required to hold a license issued by the Indiana Department of Education. These would include those employed as clerical, custodial, and food service staff to name a few.

Competency: There are nineteen competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

Documentation: Any evidence or artifact, in a variety of formats that could be used to support, document, or give evidence of task or performance being met.

Domain: There are four domains, or broad areas of instructional focus, included in the Indiana Teacher Effectiveness Rubric: Planning, Instruction, Leadership, and Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

Indiana Teacher Effectiveness Rubric: The Indiana Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state. The rubric includes nineteen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Indiana Teacher Effectiveness Rubric.

Long Observation: An announced observation lasting a minimum of 40 minutes. Teachers will complete a pre-observation form. Long observations are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

Mid-Year Conference: An optional conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far.

Pre-observation Form: Teachers are asked to complete the pre-observation form found on SFS. Pre-observation form should be submitted by an agreed upon time before the observation.

Post-Conference: A mandatory conference that takes place after an extended observation during which the evaluator provides feedback verbally and in writing to the teacher.

Pre-Conference: An optional conference that may be requested by the teacher or the evaluator and that takes place before an extended observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and two short observations. A secondary evaluator may perform the additional short observation(s).

Professional Assistance Plan: The individualized plan for educator professional development based on prior performance. Each plan consists of goals and clear action steps for how each goal will be met. The only teachers in the appraisal process who must have a Professional Assistance Plan are those who received a rating of Improvement Necessary or Ineffective the previous evaluation.

Professional Development Goals: These goals identified through self-assessment and reviewing prior evaluation data, are the focus of the teacher's Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Professional Judgment: A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

Professional Practice: Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.

Secondary Evaluator: An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

Summative Conference: A conference held when all data is available where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating.

Summative Rating: The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Performance Level Ratings

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

Highly Effective Teacher: A teacher receiving a performance level rating of highly effective is a teacher that consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally

exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

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

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

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

Appendix A: Indiana Code 20-28-11.5

IC 20-28-11.5

Chapter 11.5. Staff Performance Evaluations

IC 20-28-11.5-0.5 "Certificated employee"

Sec. 0.5. As used in this chapter, "certificated employee" includes the following:

- (1) A certificated employee (as defined in IC 20-29-2-4).
- (2) For purposes of annual performance evaluations conducted for a school year beginning after June 30, 2014, a teacher (as defined in IC 20-18-2-22), regardless of whether the individual is a certificated employee (as defined in IC 20-29-2-4).

As added by P.L.239-2015, SEC.6.

IC 20-28-11.5-1 "Evaluator"

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes 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.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-2 "Plan"

Sec. 2. As used in the chapter, "plan" refers to a staff performance evaluation plan developed under this chapter.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-3 "School corporation"

Sec. 3. As used in this chapter, "school corporation" includes:

- (1) a school corporation;
- (2) a school created by an interlocal agreement under IC 36-1-7;
- (3) a special education cooperative under IC 20-35-5; and
- (4) a joint career and technical education program created under IC 20-37-1.

However, for purposes of section 4(a) and 4(b) of this chapter, "school corporation" includes a charter school, a virtual charter school, an eligible school (as defined in IC 20-51-1-4.7).

As added by P.L.90-2011, SEC.39. Amended by P.L.229-2011, SEC.176; P.L.172-2011, SEC.122.

IC 20-28-11.5-4 School corporation plan; plan components

Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee. A school corporation shall implement the plan beginning with the 2012-2013 school year.

- (b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:

-
- (1) A plan using master teachers or contracting with an outside vendor to provide master teachers.
 - (2) The System for Teacher and Student Advancement (TAP).
 - (3) The Peer Assistance and Review Teacher Evaluation System (PAR).
 - (c) A plan must include the following components:
 - (1) Performance evaluations for all certificated employees, conducted at least annually.
 - (2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:
 - (A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;
 - (B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and
 - (C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.
 - (3) Rigorous measures of effectiveness, including observations and other performance indicators.
 - (4) An annual designation of each certificated employee in one (1) of the following rating categories:
 - (A) Highly effective.
 - (B) Effective.
 - (C) Improvement necessary. (D) Ineffective.
 - (5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.
 - (6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.
 - (7) For annual performance evaluations for school years beginning after June 30, 2015, provide for a pre-evaluation planning session conducted by the superintendent or equivalent authority for the school corporation with the principals in the school corporation.
 - (d) In developing a performance evaluation model, a school corporation may consider the following:
 - (1) Test scores of students (both formative and summative).
 - (2) Classroom presentation observations.
 - (3) Observation of student-teacher interaction.
 - (4) Knowledge of subject matter.
 - (5) Dedication and effectiveness of the teacher through time and effort on task.
 - (6) Contributions of teachers through group teacher interactivity in fulfilling the school improvement plan.
 - (7) Cooperation of the teacher with supervisors and peers.
 - (8) Extracurricular contributions of the teacher.
 - (9) Outside performance evaluations.

- (10) Compliance with school corporation rules and procedures.
- (11) Other items considered important by the school corporation in developing each student to the student's maximum intellectual potential and performance.

The state board and the department may recommend additional factors, but may not require additional factors unless directed to do so by the general assembly.

- (e) This subsection applies to plans applicable to annual performance evaluations for school years beginning after June 30, 2015. The plan must:
 - (1) be in writing; and
 - (2) be explained to the governing body in a public meeting; before the evaluations are conducted. Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one. This discussion is not subject to the open door law (IC 5-14-1.5). The plan is not subject to bargaining, but a discussion of the plan must be held.
- (f) The evaluator shall discuss the evaluation with the certificated employee.

As added by P.L.90-2011, SEC.39. Amended by P.L.239-2015, SEC.7.

IC 20-28-11.5-5 Conduct of evaluations

Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.

- (b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-6 Completed evaluation; remediation plan; conference with superintendent

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.

- (b) 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) school days 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 under this subsection.

- (c) 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 (5) days after

receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-7 Student instructed by teachers rated ineffective; notice to parents required

Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2.

- (b) 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.
- (c) 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.
- (d) 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.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-8 State board actions; model plan; approval of plan by teachers

Sec. 8. (a) To implement this chapter, the state board shall do the following:

- (1) Before January 31, 2012, adopt rules under IC 4-22-2 that establish:
 - (A) the criteria that define each of the four categories of teacher ratings under section 4(c)(4) of this chapter;
 - (B) the measures to be used to determine student academic achievement and growth under section 4(c)(2) of this chapter;
 - (C) standards that define actions that constitute a negative impact on student achievement; and
 - (D) an acceptable standard for training evaluators.
- (2) Before January 31, 2012, work with the department to develop a model plan and release it to school corporations. Subsequent versions of the model plan that contain substantive changes must be provided to school corporations.
- (3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to information on the plan, the plan's implementation, and this chapter.
- (b) A school corporation may adopt the department's model plan, or any other model plan approved by the department, without the state board's approval.
- (c) A school corporation may substantially modify the model plan or develop the school corporation's own plan, if the substantially modified or developed plan meets the criteria established under this chapter. If a school corporation substantially modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. If the department makes such a request, before submitting a substantially modified or new staff performance evaluation plan to the department, the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the voting teachers vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department. (d) Each school

corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

As added by P.L.90-2011, SEC.39. Amended by P.L.160-2012, SEC.50.

IC 20-28-11.5-8.5 Plan for performance evaluations not subject to bargaining; review of plans by the department and the Indiana employment relations board; requirement to present plans selected to the state board of education

Sec. 8.5. A plan for performance evaluations under this chapter may be discussed, but is not subject to bargaining. Selection of a performance evaluation model is at the discretion of the school corporation, but the developed plan must be reported to the department and the Indiana education employment relations board in a timely manner, as established by the department. The department may review the plan for efficacy and the Indiana education employment relations board may review the plan for legality, and both may comment to the school corporation. The department shall annually present to the state board of education plans selected by the school corporations. The state board may recommend model plans to school corporations, but shall not mandate any plan.

As added by P.L.213-2015, SEC.184.

IC 20-28-11.5-9 Department report of evaluation results

Sec. 9. (a) The principal of a school in a school corporation shall report in the aggregate the results of staff performance evaluations for the school for the previous school year to the superintendent and the governing body for the school corporation before August 15 of each year on the schedule determined by the governing body. The report must be presented in a public meeting of the governing body. Before presentation to the governing body, the superintendent of the school corporation shall discuss the report of completed evaluations with the teachers. This discussion is not subject to the open door law (IC 5-14-1.5). The report of completed evaluations is not subject to bargaining, but a discussion of the report must be held.

- (b) A school corporation annually shall provide the disaggregated results of staff performance evaluations by teacher identification numbers to the department:
 - (1) after completing the presentations required under subsection (a) for all schools for the school corporation; and
 - (2) before November 15 of that year.

Before November 15 of each year, each charter school (including a virtual charter school) shall provide the disaggregated results of staff performance evaluations by teacher identification numbers to the department.

- (c) Before August 1 of each year, each charter school and school corporation shall provide to the department:
 - (1) the name of the teacher preparation program that recommended the initial license for each teacher employed by the school; and
 - (2) the annual retention rate for teachers employed by the school.
- (d) Not before the beginning of the second semester (or the equivalent) of the school year and not later than August 1 of each year, the principal at each school described in subsection (b)

shall complete a survey that provides information regarding the principal's assessment of the quality of instruction by each particular teacher preparation program located in Indiana for teachers employed at the school who initially received their teaching license in Indiana in the previous two (2) years. The survey shall be adopted by the state board and prescribed on a form developed not later than July 30, 2016, by the department that is aligned with the matrix system established under IC 20-28-3-1(i). The school shall provide the surveys to the department along with the information provided in subsection (c). The department shall compile the information contained in the surveys, broken down by each teacher preparation program located in Indiana. The department shall include information relevant to a particular teacher preparation program located in Indiana in the department's report under subsection (g).

- (e) During the second semester (or the equivalent) of the school year and not later than August 1 of each year, each teacher employed by a school described in subsection (b) in Indiana who initially received a teacher's license in Indiana in the previous three (3) years shall complete a form after the teacher completes the teacher's initial year teaching at a particular school. The information reported on the form must:
- (1) provide the year in which the teacher was hired by the school;
 - (2) include the name of the teacher preparation program that recommended the teacher for an initial license;
 - (3) describe subjects taught by the teacher;
 - (4) provide the location of different teaching positions held by the teacher since the teacher initially obtained an Indiana teaching license;
 - (5) provide a description of any mentoring the teacher has received while teaching in the teacher's current teaching position;
 - (6) describe the teacher's current licensure status; and
 - (7) include an assessment by the teacher of the quality of instruction of the teacher preparation program in which the teacher participated.

The form shall be prescribed by the department. The forms shall be submitted to the department with the information provided in subsection (c). Upon receipt of the information provided in this subsection, the department shall compile the information contained in the forms and include an aggregated summary of the report on the department's Internet web site.

- (f) Before December 15 of each year, the department shall report the results of staff performance evaluations in the aggregate to the state board, and to the public via the department's Internet web site for:
- (1) the aggregate of certificated employees of each school and school corporation;
 - (2) the aggregate of graduates of each teacher preparation program in Indiana;
 - (3) for each school described in subsection (b), the annual rate of retention for certificated employees for each school within the charter school or school corporation; and
 - (4) the aggregate results of staff performance evaluations for each category described in section 4(c)(4) of this chapter. In addition to the aggregate results, the results must be broken down:
 - (A) by the content area of the initial teacher license received by teachers upon of a particular teacher preparation program; or

(B) as otherwise requested by a teacher preparation program, as approved by the state board.

- (g) Beginning November 1, 2016, and before September 1 of each year thereafter, the department shall report to each teacher preparation program in Indiana for teachers with three (3) or fewer years of teaching experience:
- (1) information from the surveys relevant to that particular teacher education program provided to the department under subsection (d);
 - (2) information from the forms relevant to that particular teacher preparation program compiled by the department under subsection (e); and
 - (3) the results from the most recent school year for which data are available of staff performance evaluations for each category described in section 4(c)(4) of this chapter with three (3) or fewer years of teaching experience for that particular teacher preparation program. The report to the teacher preparation program under this subdivision shall be in the aggregate form and shall be broken down by the teacher preparation program that recommended an initial teaching license for the teacher.

As added by P.L.90-2011, SEC.39. Amended by P.L.6-2012, SEC.138; P.L.254-2013, SEC.3; P.L.192-2014, SEC.5; P.L.239-2015, SEC.8.

Appendix B: Suggested List of Artifacts

- I. Planning and Preparation:
 - Lesson Plans
 - Long Range Plans
 - Assessment Plan
 - Grading Plan/Grade Book
 - Discipline Plan
 - Substitute Plans

- II. Classroom Environment:
 - Affective domain (self-esteem, incentives, rewards, projects, etc.)
 - Physical Layout (rationale)
 - Seating Arrangement (rationale)
 - Group Building Strategies
 - Cooperative Learning
 - Classroom Rules/Routine
 - Management Forms
 - Bulletin Boards (interactive, instructional, affective)
 - Homework Plan

- III. Instruction:
 - Units of Study/Thematic Units
 - Extension/Enrichment Activities
 - Review/Reinforcement Activities
 - Modifications/Differentiations for Special Needs
 - Flexible Grouping Plans
 - Instructional Sequence (samples from whole lesson sequence-planning through culmination)
 - Completed Student Work Samples (with evidence of individually specific teacher feedback)
 - Homework Assignments and Guides
 - Technology Links (multi-media, laser disc, internet, etc.)
 - Curriculum Integration Efforts
 - Video-taping of Instruction/Photo Chronology of Unit Sequence

- IV. Personal and Professional Responsibilities:
 - Professional Involvement (District Committees, School Committees, Professional Organizations, Community Projects)
 - Research to Practice (Professional Reading, Journals)
 - Team/Grade Level (Group Planning Notes)
 - Parent Communication (notes, letters, phone calls, surveys, forms, etc.)
 - Coursework. Conferences, Workshops, Presentations, Meetings
 - Collegiality

*Use of technology resources is encouraged in developing artifacts.

Appendix C: Observation of Teacher Practice

Questions and Answers for Teachers

How will my proficiency on the Indiana Teacher Effectiveness Rubric be assessed?

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during long observations, formal walkthroughs, and conferences performed by both your primary evaluator as well as secondary evaluators.

What is the role of the primary evaluator?

Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator must perform at least one of your long observations during the year. At the end of the year, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with you to discuss this final rating in an end-of-year conference.

What is a secondary evaluator?

A secondary evaluator may perform formal and informal walkthroughs. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

Do all teachers need to have both a primary and secondary evaluator?

No. It is possible, based on the capacity of a school or corporation, that a teacher would only have a primary evaluator. However, it is recommended that, if possible, more than one evaluator contribute to a teacher's evaluation. This provides multiple perspectives on a teacher's performance and is beneficial to both the evaluator and teacher.

What is a long observation?

A long observation lasts a minimum of 40 minutes. It will be scheduled. It may take place over one class or span two consecutive class periods.

Are there mandatory conferences that accompany an long observation?

- a. Pre-Conferences: Pre-Conferences are not mandatory, but are scheduled by request of teacher or evaluator. Any pieces of information that the evaluator would like to see during the observation (lesson plans, grade book, etc.), may be requested of the teacher prior to the extended observation.
- b. Post-Conferences: Post-Conferences are mandatory and must occur within five school days of the extended observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

How many extended observations will I have in a year?

All teachers must have a minimum of one long observation per year. Probationary teachers, or those teachers identified as needing improvement will have a second long observation.

Who is qualified to perform extended observations?

Any trained primary or secondary evaluator may perform a long observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the long observations.

Is there any additional support for struggling teachers?

It is expected that a struggling teacher will receive observations above and beyond the minimum number required by this plan. This may be any combination of long observations, walkthroughs and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a Professional Assistance Plan.

Will my formal walkthroughs be scored?

Formal walkthroughs will not be scored. However, evidence from the formal walkthroughs will be used while finalizing the summative evaluation.

Domain 1: Planning and Domain 3: Leadership is difficult to assess through classroom observations. How will I be assessed in these Domains?

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. Examples of material for these domains may include (but are not limited to):

- a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping
- b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

What is a professional development plan?

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator.

If I have a professional assistance plan, what is the process for setting goals and assessing my progress?

Teachers needing a professional assistance plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss the teacher's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Teachers with professional assistance plans are required to use professional growth points for professional development activities.

Is there extra support in this system for new teachers?

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Appendix D: Timeline for Annual Observations and Evaluations

August-September	Training on Evaluation Plan and Standard for Success Software Annual Presentation to the Board of Trustees
August – December	Classroom observations take place.
December 1	At least one long observation and two formal walkthroughs have been conducted for each teacher followed by a post-observation conference (for long observation).
January – March	Additional long observation conducted for probationary teachers and those teachers rated as “Improvement Necessary” or “Ineffective” in the first observation. Additional formal walkthroughs conducted on all teachers. Data and evidence in all areas collected.
April – June	Final summative ratings determined and shared with teachers.

Appendix E: Standard for Success

Professional Development Tasks. Professional development tasks may be uploaded and archived for license renewal. It is the teacher's responsibility to maintain artifacts for professional growth points.

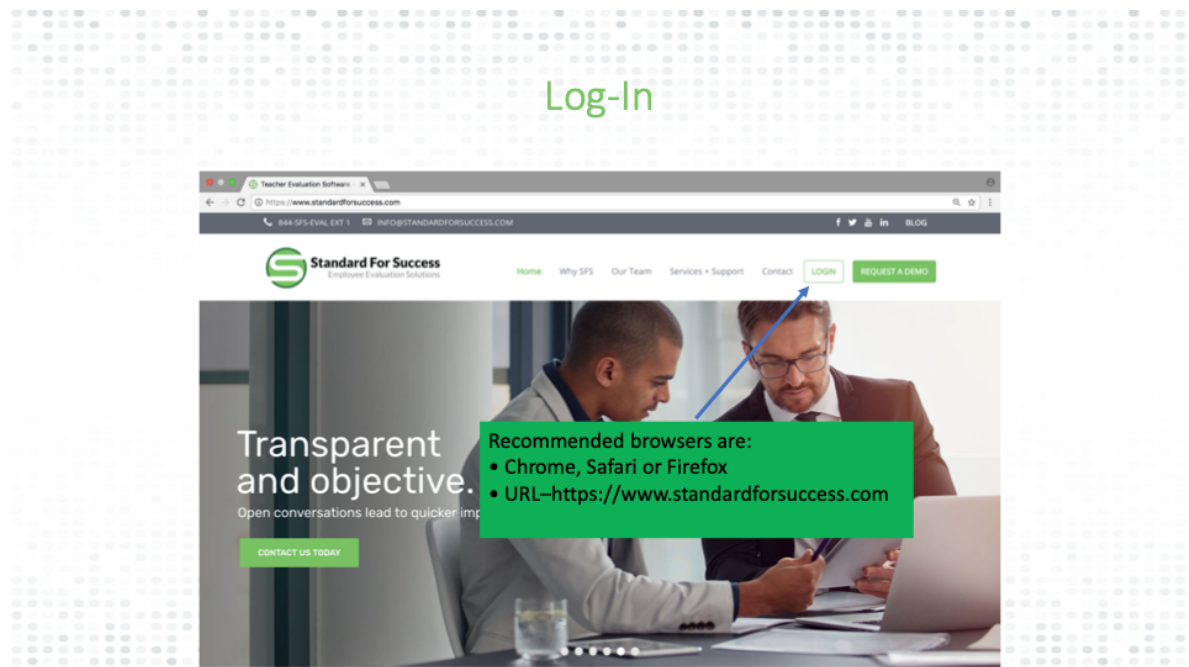
Artifacts Documents may be uploaded to SFS software under “Artifacts” found on your individual dashboard. Artifacts include any documentation to support working being done in the classroom.

Your Rubric. This lists the various rubrics that you can see the layout of the domains. Teachers will use the rubrics RISE Teacher 3.0.

Formal Walkthrough: Formal walkthrough information and comments can be found on your individual dashboard on SFS.

Long Observation. Evaluators will complete this form found on your SFS dashboard. You will receive an email from SFS confirming the completion of the observation for your review.

Login to Standard for Success



Log-In

Standard For Success
Making Evaluation Meaningful

Standard for Success Account Login

email@example.com
password

[Click for forgotten password](#) → I don't know my password

[Click on Login](#) → Login

[Log in using school email](#) → (points to email field)

[Use assigned password and then change it under the Support button](#) → (points to password field)

[Login using your Google Account](#) → Login using your Google Account

[May also log in with Google Account](#) → (points to Google Account link)

Need help? Contact us: help@standardforsuccess.org

Services + Support

Change Password

Support Center

Open/Unread Support Tickets | Create New Support Ticket | View All My Tickets

Personal Account Settings

[Change My Password](#) → [Click on Change My Password](#)

[Restore Deleted Items](#)

Email Notifications are sent out daily in the evening. If you do not want to receive these notifications, you can turn them off. If there is something you need to be notified about, you can also turn them on. Email Notifications are currently set to: [SEND](#) | [Please stop email notifications](#)

Help Section

SFS Unplugged: [Learn how to use SFS in a non-connected environment](#)

Helpful PDFs

- Start Screen and Menu - [pdf](#) - updated 01-10-18
- Staff List Page - [pdf](#) / [pptx](#) - updated 01-10-18
- Create an Observation - [pdf](#) / [pptx](#) - updated 01-10-18

Self Assessment

Home Support Forms New Ticket EI GPS Logout Emily Mullins

RUBRICS SELF ASSESSMENT LVIS/PGP SURVEYS

Mullins, Emily Evaluation Ending Jun 2017

Self Assessments

Create New Self Assessment

Click on Self Assessment and then Create New Assessment

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Sandbox Community Schools
"Building Brighter Futures"

Self Assessment

Mullins, Emily

Self Assessment

Please select the indicators that best represent where you are at today.

Each click is instantly recorded into the database. Your self-assessment will not be made available to your administrator until you click on the button below. Until then you can return to this assessment at any time and continue or change answers.

[Click Here To Finalize Self Assessment and Make Available to Your Administrator](#)

Click here only when ready to send to your administrator

DOMAIN 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data To Plan

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans.	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, the above.	Teacher rarely or never uses prior assessment data when planning.

Click on the areas of the rubric where you see yourself

1.2 Set Ambitious And Measurable Achievement Goals

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student	Teacher develops an annual student achievement goal that: - Measurable	Teacher develops an annual student achievement goal that is: - Measurable	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely

Staff Home Page

Emily Mullins Evaluation Ending Jun 2017 [Show Legend](#) [View as PDF](#)

Primary Evaluator:
Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth Model - 15.0% Student Learning Outcome - 5.0% School-Wide Learning Measure

Observations

Level	1	2	3	4	5	SA	Date	Event	Evaluator	Actions
1	1					SA	Jan 15, 2018	Self Assessment	Sandy	hide/show New
2	3	2				S	Dec 30, 2016	Complete	Buffett	hide/show New
3	3	2	2			E	Jan 18, 2017	In Review	Buffett	hide/show New
7	6					S	Oct 23, 2017	Complete	Buffett	hide/show New
2	2	1				E	Jan 15, 2018	In Review	Sand	hide/show New Comment

[Request Outside Evaluator](#)
[Start New Pre-Observation Form](#)

Walk-Throughs
[View 2 Walk-Throughs](#) - [View Summary](#)

Finalization

Artifacts
[Create New](#)

Professional Development Tasks
[Create New](#) - [View Tasks: \(2 open\) \(1 closed\)](#)

Student Learning Objectives
[Overview](#)

Admin Forms
[Overview](#)

Goals
[Overview](#)

Test Forms
[Overview](#)

Professional Growth Plan
[View](#)

May create and view Artifacts, create and view professional development tasks, SLOs and Professional Growth Plan

May view observations, start new Pre-observation form when requested, view walk-throughs

Message from Sandbox School District 1.0
SLOs are due October 1.

RISE 2.0 Teacher (v.2016)

Observations

Emily Mullins Evaluation Ending Jun 2017 [Show Legend](#) [View as PDF](#)

Primary Evaluator:
Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth Model - 15.0% Student Learning Outcome - 5.0% School-Wide Learning Measure

Observations

Level	1	2	3	4	5	SA	Date	Event	Evaluator	Actions
1	1					SA	Jan 15, 2018	Self Assessment	Sandy	hide/show New
2	3	2				S	Dec 30, 2016	Complete	Buffett	hide/show New
3	3	2	2			E	Jan 18, 2017	In Review	Buffett	hide/show New
7	6					S	Oct 23, 2017	Complete	Buffett	hide/show New
2	2	1				E	Jan 15, 2018	In Review	Sand	hide/show New Comment

[Request Outside Evaluator](#)
[Start New Pre-Observation Form](#)

Walk-Throughs
[View 2 Walk-Throughs](#) - [View Summary](#)

Finalization

Artifacts
[Create New](#)

Student Learning Objectives
[Overview](#)

Admin Forms
[Overview](#)

Goals
[Overview](#)

Test Forms
[Overview](#)

Professional Growth Plan
[View](#)

Observations are chronologically numbered. Numbers in colored boxes show number of times the staff member was marked in each of the four levels, with blue being the highest level and orange the lowest. Click on the observation to view.

If asked, staff member may fill out new pre-observation form

Message from Sandbox School District 1.0
SLOs are due October 1.

RISE 2.0 Teacher (v.2016)

View Observation

Emily Mullins Evaluation Ending Jun 2017 ±

Primary Evaluator:
Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth

Observations

1	2	3	4	5	6	7	SA	Observation	Actions
1	1						SA	Jan 15, 2018 - Self Assessment	hide/show 1
3	2						S	Dec 30, 2016 - Complete	Sandy hide/show 2 New
3	3	2	2				E	Jan 18, 2017 - In Review	Buffett hide/show 3
7	6						S	Oct 23, 2017 - Complete	Buffett hide/show 4 New
2	2	1					E	Jan 15, 2018 - In Review	Sand hide/show 5 New Comment

Request Outside Evaluator
Start New Pre-Observation Form

Walk-Throughs
View 2 Walk-Throughs - View Summary

Finalization

Message from Sandbox School District 1.0
SLOs are due October 1.

RISE 2.0 Teacher (v.2016)

edu.standardforsuccess.com says:
By clicking OK you are confirming that you have received and are viewing a copy of this observation.

Cancel OK

Professional Development Tasks
Create New - View Tasks: (2 open) (1 closed)

Student Learning Objectives
Overview

Admin Forms
Overview

Goals
Overview

Test Forms
Overview

Professional Growth Plan
View

Must click on OK to view observation. This is the electronic signature

New observations are in red. To view, click on the observation

View Observation

Mullins, Emily - Extended Observation

[Switch View](#)

2 2 1

Started Jan 15, 2018

NEW

Comments

Observation Performed by Tammy5 Sand
 Observation Sent to You on Jan 15, 2018
 Observation Viewed by You on Jan 15, 2018
 This Extended Observation was sent for review on Jan 15, 2018
 Post-Observation Conference: Jan 17, 2018 @ 6:45am

Great job today. Suggestions for next visit:

[Create New Comment](#)

[Edit Pre-Observation Form](#)
[Edit Post-Observation Form View PDF Version](#)

PDF

Adobe

NEW

Staff may see attachments and add new attachments here.

RISE 2.0 Teacher (v.2016)

DOMAIN 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data To Plan

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans.	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above.	Teacher rarely or never uses prior assessment data when planning.

Scripting

[04:04] This is where the staff member sees the scripting of evidence by the evaluator. **1.1.HE** Colored circles are previous observations' preliminary ratings. **1.2.E** Colored circles are previous observations' final marks.

[04:06] Open marks boxes in scripting and open circles in rubric are preliminary markings for this observation. **1.1.IN**

Staff member will see date of post-conference, if scheduled. Staff may edit pre and post-observation forms. Staff may view PDF version of observation. Staff will see any comments made and may comment back for a set number of days.

NEW

Scripting

[04:04] This is where the staff member sees the scripting of evidence by the evaluator. **1.1.HE** Colored circles are previous observations' preliminary ratings. **1.2.E** Colored circles are previous observations' final marks.

[04:06] Open marks boxes in scripting and open circles in rubric are preliminary markings for this observation. **1.1.IN**

[04:07] For final marks for the observation, the indicator will have a box around it and be colored. The final marks in the scripting will appear at the bottom of the evidence.

[04:08]

These are the final marks

[04:09]

Custom Fields

1.1.HE

1.2.E

At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.

Effective

Teacher develops an annual student achievement goal that is:
 - Measurable;
 - Aligned to content standards; AND
 - Includes benchmarks to help monitor learning and inform interventions.

Improvement Necessary

Teacher develops an annual student achievement goal that is:
 - Measurable
The goal may not:
 - Align to content standards; OR
 - Include benchmarks to help monitor learning and inform

Ineffective

Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

Notes may be made by the administrator in these boxes below competency.

1.2 Set Ambitious And Measurable Achievement Goals - [view marks](#)

The part of the rubric that was marked by the Evaluator

If preliminary marks are used, coding is open box. Final marks are at bottom of scripting in closed box

View Observation, cont.

RISE 2.0 Teacher (v.2016)		
DOMAIN 1: PURPOSEFUL PLANNING		
Hide Hide Text Hide Titles		
1.1 Utilize Assessment Data To Plan		
Highly Effective At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding. (4) (4) (4) (5) (5)	Effective Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans. (2) (4) (4) (4)	Improvement Needed Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, AND the above. (2) (5)
1.2 Set Ambitious And Measurable Achievement Goals		
Highly Effective At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal 1	Effective Teacher develops an annual student achievement goal that: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year (3) (4) (4) (5) (5)	Improvement Needed Teacher develops an annual student achievement goal that: - Measurable The goal may not: - Align to content standards - Include benchmarks to help monitor learning and inform interventions throughout the year
1.3 Develop Standards-Based Unit Plans And Assessments		
Highly Effective	Effective	Improvement Needed

In the rubric at the bottom of the staff page, the circles show where the staff member was marked in an observation. The open circles are preliminary marks and colored circles are final marks. The gray circles are the staff self assessment markings. The number inside the circle is the number of the observation.

Developing and Tracking Professional Development

Artifacts

Emily Mullins Evaluation Ending Jun 2017 [Show Legend](#) [View as PDF](#)

Primary Evaluator:
Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth Model - 15.0% Student Learning Outcome - 5.0% School-Wide Learning Measure

Observations

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1			SA															
3	2			S															
3	3	2	2	E															
7	6			S															
2	2	1		E															

Jan 15, 2018 - Self Assessment [hide/show](#) [1](#)

Dec 30, 2016 - Complete Sandy [hide/show](#) [2](#) **New**

Jan 18, 2017 - In Review Buffett [hide/show](#) [3](#)

Oct 23, 2017 - Complete Buffett [hide/show](#) [4](#) **New**

Jan 15, 2018 - In Review Sand [hide/show](#) [5](#)

[Request Outside Evaluator](#)
[Start New Pre-Observation Form](#)

Walk-Throughs
[View 2 Walk-Throughs](#) - [View Summary](#)

Finalization

Artifacts
[Create New](#)

Professional Development Tasks
[Create New](#) - [View Tasks](#): (2 open) (1 closed)

Student Learning Objectives
[Overview](#)

Admin Forms
[Overview](#)

Goals
[Overview](#)

Test Forms
[Overview](#)

Professional Growth Plan
[View](#)

Message from Sandbox School District 1.0

SLOs are due October 1.

RISE 2.0 Teacher (v.2016)

Staff member may view or create new artifact

Artifacts, cont.

Mullins, [Put in title](#) [Save as Draft](#) [Save and Send](#) [Save artifact as draft or save and send to administrator](#)

DOMAIN 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data To Plan - mark as - view marks

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans.	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above.	Teacher rarely or never uses prior assessment data when planning.

1.2 Set Ambitious And Measurable Achievement Goals - mark as - view marks

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal.	Teacher develops an annual student achievement goal that: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year.	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year.	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes.

1.3 Develop Standards-Based Unit Plans And Assessments - mark as - view marks

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally:	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

Add your description of the artifact. Click on "Mark As" for the competencies that are indicated with the artifact. The rubric may be searched to find matching competencies. The administrator will rate the rubric.

To load the artifact, give it a title; Choose the file by searching on computer; Click on Upload Now

Description
Choose File: No file chosen
[Upload Now](#) [cancel](#)

Professional Development

Emily Mullins

Evaluation Ending Jun 2017

Show Legend - View as PDF

Primary Evaluator:

Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth Model - 15.0% Student Learning Outcome - 5.0% School-Wide Learning Measure

Observations

1	1		SA	Jan 15, 2018 - Self Assessment	hide/show	1
3	2		S	Dec 30, 2016 - Complete	hide/show	2 New
3	3	2	E	Jan 18, 2017 - In Review	hide/show	3
7	6		S	Oct 23, 2017 - Complete	hide/show	4 New
2	2	1	E	Jan 15, 2018 - In Review	hide/show	5

[Request Outside Evaluator](#)
[Start New Pre-Observation Form](#)

Walk-Throughs

[View 2 Walk-Throughs - View Summary](#)

Finalization

Artifacts

[Create New](#)

Professional Development Tasks

[Create New - View Tasks: \(2 open\) \(1 closed\)](#)

Student Learning Objectives

[Overview](#)

Admin Forms

[Overview](#)

Goals

[Overview](#)

Test Forms

[Overview](#)

Professional Growth

[View](#)

Staff member may view or create new professional development tasks

Message from Sandbox School District 1.0

SLOs are due October 1.

RISE 2.0 Teacher (v.2016)

Professional Development, cont.

Mullins, Emily - Professional Development Task Editor

Title - 226 characters left
 Professional Development

Targeted Professional Development Activities (optional)
 Select Task if Applicable

Task/Goal Description

B I U [List Icon] [Link Icon] [Image Icon] [Video Icon] Size

Add LVIS/PGP Information

Attachments

Description
 Choose File No file chosen
 Upload Now cancel

Clear Search
Search Rubric
Hide
All Domains
D1
D2
D3
D4

RISE 2.0 Teacher (v.2016)

DOMAIN 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal</p>	<p>Teacher develops an annual student achievement goal that: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year</p>	<p>Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year</p>	<p>Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes</p>

Unit Plans And Assessments

Effective	Improvement Necessary	Ineffective
Based on achievement goals,	Based on achievement goals,	Teacher rarely or never plans

Give the task a title

Explain the task here

Add PGP information if earned

Attach file (certificate, etc.) showing that task was completed

Save as draft or save and make the artifact viewable to the administrator

Additional Items

Emily Mullins

Evaluation Ending Jun 2017

Primary Evaluator:

Evaluation Group: Group 2 - 60.0% Employee Evaluation Rubric - 20.0% Individual Growth Model - 15.0% Student Learning Outcome - 5.0% School-Wide Learning Measure

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	3	2	S	Dec 30, 2016 - Complete	Sandy	hide/show 2 New
3	3	2	E	Jan 18, 2017 - In Review	Buffett	hide/show 3
7	6		S	Oct 23, 2017 - Complete	Buffett	hide/show 4 New
2	2	1	E	Jan 15, 2018 - In Review	Sand	hide/show 5

Request Outside Evaluator

Start New Pre-Observation Form

Walk-Throughs

View 2 Walk-Throughs - View Summary

Finalization

Artifacts

Create New

Professional Development Tasks

Create New - View Tasks: (2 open) (1 closed)

Student Learning Objectives

Overview

Admin Forms

Overview

Goals

Overview

Test Forms

Overview

Professional Growth Plan

View

If used by district, staff member may complete Student Learning Objectives and Professional Growth Plan

Message from Sandbox School District 1.0

SLOs are due October 1.

RISE 2.0 Teacher (v.2016)

Appendix F: Clarifying Memos & Other Documents

TIPTON COMMUNITY SCHOOL CORPORATION
MEMORANDUM

TO: Principals

FROM: Kevin Emsweller, Superintendent

DATE: 10/15/13

RE: Long Term Absences & Evaluations

In cases of any long term leave of absence, certified employees must work 120 days to receive a complete, final summative evaluation and thus be eligible for any performance pay. Understanding that extenuating circumstances may exist in any given situation, this application may be appealed by either the employee or the supervisor. This appeal will be considered by a committee composed of three teachers and three administrators, with the superintendent serving as the chairperson and tie breaking vote.

Appendix G: Professional Compensation (as found in TEA Contract)*Article IX***PROFESSIONAL COMPENSATION****A. Salaries**

1. The salaries of teachers, excluding the TRF contribution, for the 2019-20 and 2020-21 school years shall be those stated in Appendix A. The minimum salary for new teachers hired for the 2019-20 school year shall be \$35,000. The minimum salary for the new teachers hired for the 2020-21 school year shall be \$37,000.
2. A base salary range with a minimum salary and a maximum salary is established as found in Appendix A, the 2019-20 and 2020-21 Salary Schedule.
3. The Board will pay the teachers' contribution toward the Teachers' Retirement Fund at 3% of the teacher's salary for all teachers.

B. Placement of New Hirers

1. Newly hired teachers will be placed in the salary scale based on experience and education. The superintendent will be given leeway in new hire salary placement of one row lower and up to two rows higher than a salary similar to a teacher currently employed at TCSC with similar years of experience and education.

C. Pay Distribution

1. Teachers shall receive base compensation in twenty-six (26) equal payments each contract year. Payments are to be made every other Friday, but not to exceed twenty-six (26) payments in a contract year. Any additional pay, such as stipends for performance, training, or retroactive pay, will be dispersed in a manner agreed to by the administration and TEA.

D. Advanced Placement, Dual Credit, and High Ability Stipend

1. Teachers with an evaluation rating of Highly Effective or Effective and who are qualified, licensed, and are teaching Advanced Placement, Dual Credit, or High Ability (having a GT Endorsement) classes will receive a stipend of \$600 per semester (or course) taught. Only one stipend will be granted per course. Should the number of qualified teachers exceed the number of courses offered, the administration will assign teachers to those courses on a rotating basis.

E. Base Salary Increases

1. General Eligibility

- a. Teachers who are evaluated as Needs Improvement or Ineffective (bottom two (2) categories of the evaluation model) in the prior school year are not eligible to

receive any salary increases, except for those that are eligible per I.C. 20-28-9-1.5(d), and remain at his/her prior year salary.

2. Factors and Definitions

- a. Evaluation Rating – The teacher received a Highly Effective or Effective evaluation rating for the prior year. (Movement down a row)
- b. Education – Possess a content area Master’s Degree – The teacher has a Master’s Degree in a content area as defined by the IDOE or as approved by the Superintendent. (MS Column)

3. For the 2019-20 and 2020-21 contract years, teachers will receive base salary increase in accordance with the 2019-20 and 2020-21 Salary Schedule in Appendix A in accordance with the following:

Distribution will be via the Salary Schedule in Appendix A,

- a. A teacher in the Bachelor’s column who satisfies the evaluation rating but does not possess a content area Master’s Degree will advance (move down) a row in the Bachelor’s column.
 - b. A teacher in the Master’s column who satisfies the evaluation rating will advance (move down) a row in the Master’s column.
 - c. A teacher in the Bachelor’s column who satisfies the evaluation rating and is in the first year of possessing a content area Master’s Degree (completed prior to the beginning of the school year) will first advance (move down) a row and then will advance horizontally into the Master’s column.
4. The total amount of money for professional compensation will be negotiated upon the expiration of the currently agreed contract. All teachers will remain status quo as of the end of the 2020-21 school year until a newly negotiated agreement is reached.
 5. Funds negotiated will be entirely distributed to those eligible teachers with an evaluation rating of highly effective or effective. The funds allocated for teachers that do not receive an evaluation rating of highly effective or effective will be equally distributed among the effective and highly effective teachers in the form of a stipend to be distributed on the last pay of the current school year. (I.C. 20-28-9-1.5(e))

Appendix H: Performance Award: State Grant (January Distribution)

TEACHER APPRECIATION GRANT DISTRIBUTION (January Distribution)

For years in which the Teacher Appreciation Grant is awarded by the State of Indiana, it will be distributed to eligible teachers in the following manner:

1. All teachers in the corporation who scored a 3 or 4 on the Teacher Evaluation Plan are eligible to be granted this money.
- 2.
3. Eligible teachers will earn three points for an equivalent portion of this money by:
 - a. Attendance
 - b. Professional Development
 - c. Leadership
4. With this specific grant all cost will be deducted from the grant so no additional funding is needed from the corporation's General Fund. These corporation costs would include FICA (calculated at 7.56%) and TRF. For teachers working before 1995 TRF is calculated at 3%; for teachers hired after 1995 TRF is calculated at 10.5%. Both of these costs are actually paid into the individual teacher's SS and TRF accounts.
5. After these calculations, a semi-final award is determined based on a per unit amount.
6. As per Indiana statute and board policy, the amount awarded to teachers with a rating of Highly Effective will be twenty-five percent (25%) higher than for those teachers with a rating of Effective.
7. Distributions of these stipends will be made no later than January 31.
8. FACTORS added as a Performance Award Stipend - 3 Unit Possible
 1. All teachers in the corporation who scored a 3 or 4 on the Teacher Evaluation Plan are eligible to be granted this money.
 2. Eligible teachers will earn three points for an equivalent portion of this money by:
 - a. Attendance
 - b. Professional Development
 - c. Leadership
 4. With this specific grant all cost will be deducted from the grant so no additional funding is needed from the corporation's General Fund. These corporation costs would include FICA (calculated at 7.56%) and TRF. For teachers working before 1995 TRF is calculated at 3%; for teachers hired after 1995 TRF is calculated at 10.5%. Both of these costs are actually paid into the individual teacher's SS and TRF accounts.
 5. After these calculations, a semi-final award is determined based on a per unit amount.

6. As per Indiana statute and board policy, the amount awarded to teachers with a rating of Highly Effective will be twenty-five percent (25%) higher than for those teachers with a rating of Effective.
7. Distributions of these stipends will be made no later than January 31.
8. FACTORS added as a Performance Award Stipend - 3 Unit Possible
 - a. Attendance - 1 Unit
 - i. The teacher maintains a minimum of 97% attendance (6 days absence or less within a 183-day contractual year). This requirement excludes the following: FMLA approved leave, bereavement leave, personal days, military leave, professional leave, jury duty.
 - b. Professional Development/Growth Opportunities - 1 Unit
 - i. Teacher earns a minimum of fifteen (15) professional growth points (PGP) within the contractual year.
 - ii. Professional growth will be defined as those activities that could be applied toward license renewal, such as conferences, workshops, publications, and local activities. PGP's must be approved by the appropriate administrator.
 - iii. All documentation for professional development units must be submitted to the evaluator no later than the last teacher work day of the school year.
 - c. Leadership - 1 Unit
 - i. The teacher may choose to do four different items from the following list to earn one unit:
 1. Serve on a committee (corporation or building). Serving on two committees will count for two of the four points.
 2. Write and receive a grant.
 3. Teach a dual credit course.
 4. Supervise a student teacher.
 5. Sponsor a student club.
 6. Actively participate in a local civic organization in Tipton.
 7. Volunteer tutoring provided on a consistent and significant basis during non-instructional time.
 8. Assume an additional teaching assignment for which the majority of other teachers in the building are not assigned as part of the teacher's regular assignment.
 9. Mentor a teacher according to the guidelines established by the Tipton Community School Corporation. Mentorship must be preapproved by the administration.
 10. Present a total of 3 different educational-based workshops at before/after school (minimum 30 minutes). Workshops must

-
- have an attendance of at least 5 people. These workshops must be pre-approved by the building administration.
 11. Attend 3 different before/after school educational-based workshops given by peers.
 12. Actively participate in a professional organization directly related to your discipline.
 13. Have an article published in a professional journal (print or online).
 14. Present a workshop at a state or regional conference.
 15. Hold a state office or serve on the state board for your professional organization.
 16. Submit to the superintendent articles for the possibility of publishing in the newspaper or the corporation newsletter.
 17. Give a presentation highlighting a school program, activity, or issue to the school board or to a local organization.
 18. Work to attain National Board Certification and then continue to use knowledge to enhance education in subsequent years.
 19. Work to attain the Gifted & Talented Certification on your teaching license and then continue to use knowledge to enhance education in subsequent years.
 20. Work to attain the K-12 Computer Endorsement on your teaching license and then continue to use knowledge to enhance education in subsequent years.
 21. Work a school related event.
 22. Lead the PLC 3 times with an educational presentation.
- ii. If a person has been serving in a leadership position, they will be allowed to remain in that position.
 - iii. If there is already a stipend paid for a leadership role (i.e. Club Sponsor, Department Chair, etc.), this position will not be included in the Performance Award Money Stipend.
 - iv. All documentation for leadership units must be submitted to the evaluator no later than the last teacher work day of the school year.

Definition of Teacher Leadership:

“Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement.”

APPENDIX I: TEACHER APPRECIATION GRANTS

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

Definitions:

For purposes of this policy, the following definitions apply:

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

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

Distribution of Annual Teacher Appreciation Grants:

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

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

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

- A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and
- B. A cash stipend in an amount that is 25% more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

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

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

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

Percentage of Teacher Appreciation Grant Becomes Part of the Base Salary:

The Board reserves the right to apply a portion of this award to the base salary dependent on the financial climate of any given year. An amount not exceeding 50% of the amount of a stipend to an individual teacher in a particular year shall become a permanent part of and increase the base salary of the teacher receiving the stipend for school years beginning after the year in which the stipend is received.

The addition to base salary is not subject to collective bargaining but is discussable.

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

I.C. 20-18-2-22

I.C. 20-28-1-7

I.C. 20-43-10-3.5

© NEOLA 2017

Board Approved on Second Reading, August 22, 2017

APPENDIX J: MEMORANDUM OF UNDERSTANDING (COVID-19)

Memorandum of Understanding

SECTION I. PARTIES

This contract is entered into by Tipton Community School Corporation and Tipton Education Association.

SECTION II. AGREEMENT COMMENCEMENT AND TERMINATION

This agreement shall be effective from July 14, 2020 through June 30, 2021.

SECTION III. INTRODUCTION

Due to the global pandemic of COVID-19, students and staff will be discouraged to attend school when feeling ill. As part of our plan to confront the pandemic in our schools a one year moratorium on attendance incentives outlined in the collective bargaining agreement and teacher appreciation grant will be initiated.

SECTION IV. CURRENT LANGUAGE

Collective Bargaining Agreement

Article X Attendance Incentive Program
Page 12

- A. Any teacher who has perfect attendance during any given nine-week grading period will earn a stipend of \$100 per nine-weeks, with a maximum of \$400 being allowed to be earned during any given school year. One stipend for the school year (totaling together each nine-weeks stipend that was earned) will be paid on the first payroll date of June after the completion of the school year.
- B. Perfect Attendance will be defined as “no absences for any reason”. Absences that would count against the Perfect Attendance record would include: personal days, sick days, bereavement days, family illness days. Absences that would NOT count against the Perfect Attendance record would include: approved Corporation Business (i.e. field trips etc.), Jury Duty and approved Professional Leave.

Performance Pay.....34

Performance Pay

The performance pay package has been developed and is distributed in two phases. The first phase is the performance pay that is negotiated with the TEA and is based on the teacher evaluation and experience. (See Appendix I) The second phase is based on the Performance Award Grant distributed by the IDOE in December. This award is distributed to those teachers rated highly effective or effective and the amount of the awarded stipend is calculated based on the factors of attendance, leadership, and professional growth. (See Appendix J)

2. Transfer of sick leave. A teacher may grant accumulated sick leave days to another teacher who has no sick leave or personal leave remaining. Transferred days may only be used for the personal illness of the requesting teacher.

- a. The process is to be done totally voluntarily.
- b. Only whole days will be transferred.
- c. Days must be granted in the year of sick leave expiration.
- d. A teacher requesting a transfer of additional sick leave may do so only after all forms of paid leave (sick days and personal days) have been exhausted and a minimum of one (1) unpaid day per request has been taken. If a transfer request is for multiple consecutive days the one (1) unpaid days criteria must be met only once per school year. In the event a teacher has been absent a minimum of ten (10) consecutive school days utilizing any combination of one's accumulated sick and personal leave and said absence has caused the teacher to exhaust all accumulated sick and personal days, the requirement of days without pay shall be waived.

Appendix J

TEACHER APPRECIATION GRANT DISTRIBUTION (January Distribution)

For years in which the Teacher Appreciation Grant is awarded by the State of Indiana, it will be distributed to eligible teachers in the following manner:

1. All teachers in the corporation who scored a 3 or 4 on the Teacher Evaluation Plan are eligible to be granted this money.
2. Eligible teachers will earn three points for an equivalent portion of this money by:
 - a. Attendance
 - b. Professional Development
 - c. Leadership
3. With this specific grant all cost will be deducted from the grant so no additional funding is needed from the corporation's General Fund. These corporation costs would include FICA (calculated at 7.56%) and TRF. For teachers working before 1995 TRF is calculated at 3%; for teachers hired after 1995 TRF is calculated at 10.5%. Both of these costs are actually paid into the individual teacher's SS and TRF accounts.
4. After these calculations, a semi-final award is determined based on a per unit amount.
5. As per Indiana statute and board policy, the amount awarded to teachers with a rating of Highly Effective will be twenty-five percent (25%) higher than for those teachers with a rating of Effective.
6. Distributions of these stipends will be made no later than January 31.

7. FACTORS added as a Performance Award Stipend - 3 Unit Possible

1. All teachers in the corporation who scored a 3 or 4 on the Teacher Evaluation Plan are eligible to be granted this money.
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5. After these calculations, a semi-final award is determined based on a per unit amount.
6. As per Indiana statute and board policy, the amount awarded to teachers with a rating of Highly Effective will be twenty-five percent (25%) higher than for those teachers with a rating of Effective.

3.7. Distributions of these stipends will be made no later than January 31.

4.8. FACTORS added as a Performance Award Stipend - 3 Unit Possible

- a. Attendance - 1 Unit
 - i. The teacher maintains a minimum of 97% attendance (6 days absence or less within a 183-day contractual year). This requirement excludes the following: FMLA approved leave, bereavement leave, personal days, military leave, professional leave, jury duty.
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 10. Present a total of 3 different educational-based workshops at before/after school (minimum 30 minutes). Workshops must have an attendance of at least 5 people. These workshops must be pre-approved by the building administration.
 11. Attend 3 different before/after school educational-based workshops given by peers.
 12. Actively participate in a professional organization directly related to your discipline.
 13. Have an article published in a professional journal (print or online).
 14. Present a workshop at a state or regional conference.
 15. Hold a state office or serve on the state board for your professional organization.
 16. Submit to the superintendent articles for the possibility of publishing in the newspaper or the corporation newsletter.
 17. Give a presentation highlighting a school program, activity, or issue to the school board or to a local organization.
 18. Work to attain National Board Certification and then continue to use knowledge to enhance education in subsequent years.
 19. Work to attain the Gifted & Talented Certification on your teaching license and then continue to use knowledge to enhance education in subsequent years.
 20. Work to attain the K-12 Computer Endorsement on your teaching license and then continue to use knowledge to enhance education in subsequent years.
 21. Work a school related event.
 22. Lead the PLC 3 times with an educational presentation.
- ii. If a person has been serving in a leadership position, they will be allowed to remain in that position.

- iii. If there is already a stipend paid for a leadership role (i.e. Club Sponsor, Department Chair, etc.), this position will not be included in the Performance Award Money Stipend.
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TEACHER APPRECIATION GRANTS

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Definitions:

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Distribution of Annual Teacher Appreciation Grants:

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A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

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

Percentage of Teacher Appreciation Grant Becomes Part of the Base Salary:

The Board reserves the right to apply a portion of this award to the base salary dependent on the financial climate of any given year. An amount not exceeding 50% of the amount of a stipend to an individual teacher in a particular year shall become a permanent part of and increase the base salary of the teacher receiving the stipend for school years beginning after the year in which the stipend is received.

The addition to base salary is not subject to collective bargaining but is discussable.

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

I.C. 20-18-2-22

I.C. 20-28-1-7

I.C. 20-43-10-3.5

SECTION V. NEW LANGUAGE

Article VI

Leaves

Page 7

2. Transfer of sick leave. A teacher may grant accumulated sick leave days to another teacher who has no sick leave or personal leave remaining. Transferred days may only be used for the personal illness of the requesting teacher.

- a. The process is to be done totally voluntarily.
- b. Only whole days will be transferred.
- c. Days must be granted in the year of sick leave expiration.

~~d. A teacher requesting a transfer of additional sick leave may do so only after all forms of paid leave (sick days and personal days) have been exhausted and a minimum of one (1) unpaid day per request has been taken. If a transfer request is for multiple consecutive days the one (1) unpaid days criteria must be met only once per school year. In the event a teacher has been absent a minimum of ten (10) consecutive school days utilizing any combination of one's accumulated sick and personal leave and said absence has caused the teacher to exhaust all accumulated sick and personal days, the requirement of days without pay shall be waived.~~

d. A teacher requesting a transfer of additional sick leave may do so only after all forms of paid leave (sick days and personal days) have been exhausted. For the 2020-2021 school year the requirement of one (1) unpaid day is waived.

Article X **Page 12**

Attendance Incentive Program

- ~~A. Any teacher who has perfect attendance during any given nine-week grading period will earn a stipend of \$100 per nine-weeks, with a maximum of \$400 being allowed to be earned during any given school year. One stipend for the school year (totaling together each nine-weeks stipend that was earned) will be paid on the first payroll date of June after the completion of the school year.~~
- ~~B. Perfect Attendance will be defined as "no absences for any reason". Absences that would count against the Perfect Attendance record would include: personal days, sick days, bereavement days, family illness days. Absences that would NOT count against the Perfect Attendance record would include: approved Corporation Business (i.e. field trips etc.), Jury Duty and approved Professional Leave.~~

Appendix J

TEACHER APPRECIATION GRANT DISTRIBUTION **(January Distribution)**

For years in which the Teacher Appreciation Grant is awarded by the State of Indiana, it will be distributed to eligible teachers in the following manner:

8. All teachers in the corporation who scored a 3 or 4 on the Teacher Evaluation Plan are eligible to be granted this money.
9. Eligible teachers will earn three points for an equivalent portion of this money by:
 - a. ~~Attendance~~
 - b. Professional Development (1 point)
 - c. Leadership (2 points)
10. With this specific grant all costs will be deducted from the grant so no additional funding is needed from the corporation's General Fund. These corporation costs would include FICA (calculated at 7.56%) and TRF. For teachers working before 1995 TRF is calculated at 3%; for teachers hired after 1995 TRF is calculated at 10.5%. Both of these costs are actually paid into the individual teacher's SS and TRF accounts.
11. After these calculations, a semi-final award is determined based on a per unit amount.

12. As per Indiana statute and board policy, the amount awarded to teachers with a rating of Highly Effective will be twenty-five percent (25%) higher than for those teachers with a rating of Effective.

13. Distributions of these stipends will be made no later than January 31.

14. FACTORS added as a Performance Award Stipend - 3 Unit Possible

1. All teachers in the corporation who scored a 3 or 4 on the Teacher Evaluation Plan are eligible to be granted this money.
2. Eligible teachers will earn three points for an equivalent portion of this money by:
 - a. ~~Attendance~~
 - b. Professional Development (1 point)
 - c. Leadership (2 points)
4. With this specific grant all costs will be deducted from the grant so no additional funding is needed from the corporation's General Fund. These corporation costs would include FICA (calculated at 7.56%) and TRF. For teachers working before 1995 TRF is calculated at 3%; for teachers hired after 1995 TRF is calculated at 10.5%. Both of these costs are actually paid into the individual teacher's SS and TRF accounts.
5. After these calculations, a semi-final award is determined based on a per unit amount.
6. As per Indiana statute and board policy, the amount awarded to teachers with a rating of Highly Effective will be twenty-five percent (25%) higher than for those teachers with a rating of Effective.

3.7. Distributions of these stipends will be made no later than January 31.

4.8. FACTORS added as a Performance Award Stipend - 3 Unit Possible

- a. ~~Attendance - 1 Unit~~
 - i. ~~The teacher maintains a minimum of 97% attendance (6 days absence or less within a 183-day contractual year). This requirement excludes the following: FMLA approved leave, bereavement leave, personal days, military leave, professional leave, jury duty.~~
- b. Professional Development/Growth Opportunities - 1 Unit
 - i. Teacher earns a minimum of fifteen (15) professional growth points (PGP) within the contractual year.
 - ii. Professional growth will be defined as those activities that could be applied toward license renewal, such as conferences, workshops, publications, and local activities. PGP's must be approved by the appropriate administrator.
 - iii. All documentation for professional development units must be submitted to the evaluator no later than the last teacher work day of the school year.

- c. Leadership - ~~1 Unit~~ **2 Units (No partial units)**
- i. The teacher may choose to do four different items from the following list to earn one unit:
1. Serve on a committee (corporation or building). Serving on two committees will count for two of the four points.
 2. Write and receive a grant.
 3. Teach a dual credit course.
 4. Supervise a student teacher.
 5. Sponsor a student club.
 6. Actively participate in a local civic organization in Tipton.
 7. Volunteer tutoring provided on a consistent and significant basis during non-instructional time.
 8. Assume an additional teaching assignment for which the majority of other teachers in the building are not assigned as part of the teacher's regular assignment.
 9. Mentor a teacher according to the guidelines established by the Tipton Community School Corporation. Mentorship must be preapproved by the administration.
 10. Present a total of 3 different educational-based workshops at before/after school (minimum 30 minutes). Workshops must have an attendance of at least 5 people. These workshops must be pre-approved by the building administration.
 11. Attend 3 different before/after school educational-based workshops given by peers.
 12. Actively participate in a professional organization directly related to your discipline.
 13. Have an article published in a professional journal (print or online).
 14. Present a workshop at a state or regional conference.
 15. Hold a state office or serve on the state board for your professional organization.
 16. Submit to the superintendent articles for the possibility of publishing in the newspaper or the corporation newsletter.
 17. Give a presentation highlighting a school program, activity, or issue to the school board or to a local organization.
 18. Work to attain National Board Certification and then continue to use knowledge to enhance education in subsequent years.
 19. Work to attain the Gifted & Talented Certification on your teaching license and then continue to use knowledge to enhance education in subsequent years.

20. Work to attain the K-12 Computer Endorsement on your teaching license and then continue to use knowledge to enhance education in subsequent years.
21. [Work a school related event.](#)
22. [Lead the PLC 3 times with an educational presentation.](#)
- ii. If a person has been serving in a leadership position, they will be allowed to remain in that position.
- iii. If there is already a stipend paid for a leadership role (i.e. Club Sponsor, Department Chair, etc.), this position will not be included in the Performance Award Money Stipend.
- iv. All documentation for leadership units must be submitted to the evaluator no later than the last teacher work day of the school year.

Definition of Teacher Leadership:

“Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement.”

TEACHER APPRECIATION GRANTS

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

Definitions:

For purposes of this policy, the following definitions apply:

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

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

Distribution of Annual Teacher Appreciation Grants:

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

- A. employed in the classroom (including providing instruction in a virtual classroom setting);
- B. rated as Effective or Highly Effective on their most recent performance evaluation; and

- C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

- B. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and
- B. A cash stipend in an amount that is 25% more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

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

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

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

Percentage of Teacher Appreciation Grant Becomes Part of the Base Salary:

The Board reserves the right to apply a portion of this award to the base salary dependent on the financial climate of any given year. An amount not exceeding 50% of the amount of a stipend to an individual teacher in a particular year shall become a permanent part of and increase the base salary of the teacher receiving the stipend for school years beginning after the year in which the stipend is received.

The addition to base salary is not subject to collective bargaining but is discussable.

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

I.C. 20-18-2-22

I.C. 20-28-1-7

I.C. 20-43-10-3.5

SECTION VI. SIGNATURE OF AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed by their duly authorized representative the day and year first above written.

AS SIGNED BY:

Signature

Mrs. Amy Cole, President
Tipton Education Association

Signature

Mr. Gary Plumer, President
Tipton Community School Corporation Board of
Trustees

NOTES:

[illegible]