



**Porter Township School Corporation
Professional Staff Evaluation Process
Growth Model**

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Introduction

Studies demonstrate that “effective schools can make a substantial difference in the achievement of students... among the elements such as a well-articulated curriculum and safe and orderly environment, the one factor that surfaced as the single most influential component of an effective school” is the quality of the instruction within it (Marzano, 2007, p. 1). To that end, the Professional Growth Framework was created by a representative group of Porter Township Schools teachers and administrators to define the behaviors, activities, and attributes that increase the likelihood of learning among students. The Professional Growth Framework is rooted in the research of Marzano and Danielson. The Professional Evaluation Procedures are based upon the same research. The goal of this document is to provide guidelines that will enhance overall instruction while identifying those areas of teaching that PTSC teachers do well and identify areas for additional training and professional development. The overall goal of this procedure is to help each educator become an expert in the field of teaching.

Observation Plan

Teacher Observation Process

- A. A “Probationary” Teacher is a teacher who:
- Serves under a contract as a teacher in a public school corporation; and
 - Has not received a rating in an evaluation under IC 20-28-11.5; or
 - Earns a rating of ineffective or needs improvement in an evaluation under IC 20-28-11.5; or
 - A teacher who earns a rating of ineffective or improvement necessary, as defined in I.C. 20-28-11.5, shall develop, in conjunction with the evaluator, a Remediation Plan (Page 6). The teacher shall have up to ninety (90) school days to correct the deficiencies noted on the teacher’s completed Performance Evaluation Results Form as required in I.C. 20-28-11.5-6(b).
- B. A “Professional” Teacher is a teacher who:
- Serves under a contract as a teacher in a public school corporation; and
 - All teachers who have taught for at least one year will begin in the professional teacher category.
 - Earned a rating of effective or highly effective.

In order to fulfill the primary purpose of the teacher evaluation procedure and determine progress on established goals, frequent classroom observations, which may be announced or unannounced, will need to be completed by evaluators in order to determine an accurate depiction of what each teacher does well and on what each one can improve in order to perfect her/his professional craft. Observations may take place in the following manner:

- **Unplanned Observation** – classroom visits less than 15 minutes in duration. The goal of the unplanned observation is to look for decision points the teacher is making about curriculum, instruction, and assessment resulting in meaningful reflective conversations designed to produce growth. Observers need to be in classrooms to provide meaningful feedback to teachers that will help them improve professional practice. This isn’t about identifying strengths and weaknesses, this is about reflective conversations about teaching and learning. There will be at least two unplanned observations per year.
- **Planned Observation** – classroom visits of at least 15 minutes in duration or the duration of the lesson. There will be at least one Planned observation.

Probationary Teachers shall be observed a minimum of (5) times per school year with at least one of the classroom observations being a Planned Observation. Three (at least one Planned Observation) of the observations must occur within the first 90 days of the school year if the teacher is on a Remediation Plan.

Professional Teachers shall be observed a minimum of three (3) times per school year with at least one of the classroom observations being a Planned Observation.

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The primary purpose of the Performance Evaluation Plan is to promote continuous improvement in instruction for each of our students. The Performance Evaluation Procedure outlines the process and identifies the documents that will be used throughout this procedure. Communication between teachers and evaluators is an essential component in the success of realizing continuous professional growth among all certified employees of Porter Township School Corporation (PTSC). This communication will identify the needs for individual and collective professional development programs, recognize high-quality teaching performance, and inform recommendations related to current and future job status.

The Performance Evaluation Procedure will be conducted in an open, cooperative process between the evaluator and teacher. The building principal or assistant principal assumes the responsibility for completing the official evaluation form. All evaluated employees receive completed observation and documented feedback within seven business days of the observation. All certificated employees will be evaluated annually.

Observations should be conducted by building-level administrators. Whenever possible, the current-level administrators should do all evaluations of staff in their buildings. Should it become necessary, the superintendent may assign another building-level administrator to assist in conducting evaluations necessary to meet all deadlines.

All building-level administrators should be trained by the superintendent prior to the start of school. Once an administrator has been trained, they do not need to complete further training each year. The superintendent will meet yearly with administrators/evaluators to ensure district consistency. The superintendent will provide a yearly review of inter-rater reliability and review this with the building-level representatives. The building principal will train certified staff on the process.

For teachers with IGM, will be the primary measure for growth model data and will inform 5% of the evaluation.

For teachers who do not teach tested subjects the evaluation will be informed by adequate progress on alternative tests. At the high school level, quarterly assessments will be utilized. At all other levels, STAR testing will determine the appropriate level.

Teacher Appreciation Grant Policy

Highly Effective teachers will receive at least 25% more of the Teacher Appreciation Grant stipend than teachers rated as Effective.

The TAG policy may be differentiated by building.

The governing body may provide an amount not exceeding 50% of the amount of a stipend to an individual teacher.

Teacher artifacts:

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In order to make the evaluation procedure yield accurate results and appropriate feedback for improvement, additional evidence may be requested of the teacher or voluntarily submitted by the teacher.

By May 1st artifacts must be submitted to the administrator.

Suggested list of optional artifacts:

Domain I: Planning and Preparation:

- Lesson Plans
- Long Range Plans
- Assessment Plan
- Grading Plan/Grade Book
- Discipline Plan
- Substitute Plans

Domain II: Classroom Environment:

- Effective 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

Domain III: Instruction:

- Units of Study/Thematic Units
- Literature/Book Lists
- 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 (multimedia, Internet, etc.)
- Curriculum Integration Efforts
- Videotaping of Instruction/Photo Chronology of Unit Sequence

Domain IV: Teacher Leadership:

- Professional Involvement (District Committees, School Committees, Professional Organizations)
- Community Projects

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- 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.

Professional Growth Matrix

Domain 1: Purposeful Planning (15% of Evaluation)

Purposeful Planning	Highly Effective	Effective	Needs Improvement	Ineffective
Demonstrating knowledge of Content and Pedagogy	In addition to the characteristics of "effective," Teacher's lesson planning is aligned with the Indiana State Standards/ Common core standards. Planning also demonstrates extensive knowledge of the content areas taught as well as those related content areas. The teacher encourages students to make connections between relevant content areas.	Teacher's lesson planning is aligned with the Indiana State Standards/ Common core standards. Planning also demonstrates accurate knowledge of the content areas taught and reflects an understanding of those related content areas. The teacher makes connections between relevant content areas for students.	Teacher's lesson planning displays an attempt to align with the Indiana State Standards/ Common core standards. The teacher's lesson planning displays familiarity with the important concepts of the subject but displays a lack of connections with other content areas.	Teacher's lesson planning displays little or no alignment with the Indiana State Standards/ Common core standards. The teacher's lesson planning displays limited knowledge of the important concepts and/or includes content errors. Relationships among topics and concepts are not made.
Designing Coherent Instruction and Outcomes	Learning follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. All outcomes are clear to the student, represent high-level learning, and reflect the different learning needs of students, if necessary.	Learning follows a coherent sequence, is aligned with instructional goals, and is designed to engage students in significant cognitive challenges. Most outcomes are clear to the student, represent high-level learning, and reflect the different learning needs of some students, if necessary.	Learning rarely follows a coherent sequence. Learning goals and actual lesson outcomes do not align. Students are engaged in moderate cognitive activity. Some of the learning activities are aligned with instructional outcomes, but with no differentiation.	Learning does not follow a coherent sequence, is not aligned with instructional goals, and does not engage students in high-level cognitive activity. Outcomes are often unclear to the student and reflect only one type of learning.
Designing Student Assessments	Teacher gives clear criteria for the assessment of student work. All instructional outcomes are present in the proposed assessment. Teacher-created assessments are authentic and real-world appropriate. Assessments are adapted for individual student needs as necessary.	The teacher gives clear criteria for the assessment of student work. All instructional outcomes are present in the proposed assessment. Assessments are adapted to the individual needs of some students.	Assessment criteria have been established but are not clear. Assessment procedures are partially congruent with instructional outcomes. Assessments are designed for the whole class and not the individual student.	Lack of criteria for how students will be assessed. Assessment procedures are not congruent with instructional outcomes. Assessments are designed for the whole class and not the individual student.

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Domain 2: Classroom Environment (25% of Evaluation)

Classroom Environment	Highly Effective	Effective	Needs Improvement	Ineffective
Creating an Environment of Respect and Rapport	<p>In addition to the characteristics of "effective," The teacher demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When appropriate, students correct one another in their conduct toward classmates.</p> <p>The teacher's response to a student's incorrect response respects the student's dignity.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>The teacher makes connections with individual students.</p> <p>Students exhibit respect for the teacher.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful.</p>	<p>Teacher/Students use disrespectful talk toward students.</p> <p>Student body language indicates feelings of hurt or insecurity.</p> <p>The teacher does not address disrespectful interactions among students.</p> <p>The teacher displays no familiarity with or caring about individual students' interests or personalities.</p>
Managing Classroom Procedures	<p>Teacher provides activities and procedures that are well-established to engage students in meaningful work during times when the teacher completes other tasks (i.e., attendance) and/or while helping other students; and</p> <p>Teacher establishes routines, transitions, and procedures that are executed, periodically reviewed, and changed/adapted as needed as evidenced by students knowing what is expected of them; and requiring minimal prompting from the teacher.</p>	<p>The teacher provides only brief periods of time when students are not engaged in meaningful work (for example, while the teacher is completing attendance records, etc.); and</p> <p>The teacher establishes routines, transitions, and procedures that are executed, periodically reviewed, and changed/adapted as needed as evidenced by students ... knowing what is expected of them, and requiring minimal prompting from the teacher.</p>	<p>The teacher provides more than brief periods of time when students are left without meaningful work to keep them engaged; or</p> <p>The teacher establishes routines, transitions, and procedures, but a significant amount of teacher direction or prompting is required in order for them to be followed.</p>	<p>The teacher provides significant periods of time in which the students are not engaged in meaningful work; or</p> <p>The teacher establishes few if any, routines or procedures as evidenced by students being unclear about what they should be doing; or requiring significant amounts of directing or prompting from the teacher most of the time.</p>

Classroom Environment	Highly Effective	Effective	Needs Improvement	Ineffective
Managing Student Behavior	<p>In addition to the characteristics of "effective,"</p> <p>Student behavior is age-appropriate, and student misbehavior is handled rapidly and effectively.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students treat each other respectfully.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against classroom procedures.</p> <p>Teacher response to student misbehavior is consistent, appropriate, effective, and respectful to students.</p>	<p>The teacher tries with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is an inconsistent implementation of classroom procedures.</p>	<p>There is little or no teacher monitoring of student behavior.</p> <p>Students challenge classroom procedures.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>

Domain 3: Effective Instruction (35% of Evaluation)

Effective Instruction	Highly Effective	Effective	Improvement Necessary	Ineffective
Communicate with students through a variety of strategies	Expectations for learning, directions, and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive. Strategies reflect high expectations and are appropriate to students' cultures, and levels of development, and anticipate possible student misconceptions	Expectations for learning, directions, and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions, procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate to student's cultures or levels of development.	Expectations for learning, directions, procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to student's cultures or levels of development.
Reflective Practices on Instruction	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on a repertoire to suggest alternative strategies and predict the likely success of each.	The teacher provides an accurate and objective description of the lesson citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher has a generally accurate impression of instructional effectiveness.	The teacher does not know whether the lesson was effective or misjudges the success of a lesson. The teacher has no suggestions for how a lesson might be improved.
Engaging students in learning	Students are highly intellectually engaged throughout the lesson in significant learning, and make meaningful contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals and cultural differences and the pacing allows for student reflection and closure.	Activities and assignments, material, and grouping of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent with an appropriate pace.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students.

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Effective Instruction	Highly Effective	Effective	Improvement Necessary	Ineffective
Using Assessment in Instruction	Formal and informal assessment is used in a sophisticated manner in instruction. Students are fully aware of and may contribute to the criteria and performance standards by which their work will be evaluated. Self-assessment is used by students as well as monitoring of progress by both students and teachers. High-quality feedback is given to students from a variety of sources.	Formal and informal assessment is regularly used in instruction, through self-assessment by students, monitoring of progress by teacher and/or students, and feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Formal and informal assessment is occasionally used in instruction, through some monitoring of the progress of learning by teacher and/or students. Feedback to students is inconsistent, and students are aware of only some of the assessment criteria used to evaluate their work.	Formal and informal assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by the teacher of students or through feedback to students.
Demonstrate flexibility and being responsive	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interest. The teacher provides the opportunity for the success of all students, using an extensive repertoire of instructional strategies.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. The teacher uses an adequate repertoire of instructional strategies.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. The teacher brushes aside student questions; when students experience difficulty the teacher blames the students or their home environment.

Domain 4: Teacher Leadership (15% of Evaluation)

Teacher Leadership	Highly Effective	Effective	Improvement Necessary	Ineffective
Contribute to School Culture	In addition to effective the teacher additionally may: <ul style="list-style-type: none"> • Seek out leadership roles • Voluntarily dedicates time to students and peers outside of class 	Contribute ideas and expertise to further the school's mission and initiatives Dedicate time efficiently, when needed, to helping students and peers outside of class	When sought out, teacher contributes occasional ideas and expertise to further the school's mission and initiatives	Teacher rarely or never contributes ideas aimed at improving school efforts. The teacher dedicates little or no time outside of class to students or peers.
Collaborate with Peers	In addition to effective the teacher additionally may: <ul style="list-style-type: none"> • Seek out opportunities to collaborate • Support peers • Take on leadership roles within collaborative groups 	Teacher will: <ul style="list-style-type: none"> • Actively participate in regular opportunities to work with and learn from others • Ask for assistance, when needed, and provide assistance to others in need 	Teacher will: <ul style="list-style-type: none"> • Participate in occasional opportunities to work with and learn from others • Ask for assistance when needed 	Teacher rarely or never participates in opportunities to work with others. The teacher works in isolation and is not a team player.
Seek Professional Skills and Knowledge	In addition to effective the teacher additionally may: <ul style="list-style-type: none"> • Regularly share newly learned knowledge and • Practices with others • Seek out opportunities to lead professional development sessions 	Teacher will: <ul style="list-style-type: none"> • Actively pursue opportunities to improve • Knowledge and practice • Seek out ways to implement new practices into instruction, where applicable • Welcome constructive feedback to improve practices 	Teacher will <ul style="list-style-type: none"> • Attend all mandatory professional development opportunities 	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

Special Educator Professional Growth Matrix

Domain 1: Purposeful Planning (15% of Evaluation)

Purposeful Planning	Highly Effective	Effective	Needs Improvement	Ineffective
Demonstrating knowledge of Content and Pedagogy	In addition to the characteristics of "effective," Teacher's lesson planning is aligned with the Indiana State Standards/ Common core standards. Planning also demonstrates extensive knowledge of the content areas taught as well as those related content areas. The teacher encourages students to make connections between relevant content areas.	Teacher's lesson planning is aligned with the Indiana State Standards/ Common core standards. Planning also demonstrates accurate knowledge of the content areas taught and reflects an understanding of those related content areas. The teacher makes connections between relevant content areas for students.	Teacher's lesson planning displays an attempt to align with the Indiana State Standards/ Common core standards. The teacher's lesson planning displays familiarity with the important concepts of the subject but displays a lack of connections with other content areas.	Teacher's lesson planning displays little or no alignment with the Indiana State Standards/ Common core standards. The teacher's lesson planning displays limited knowledge of the important concepts and/or includes content errors. Relationships among topics and concepts are not made.
Designing Coherent Instruction and Outcomes	Learning follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. All outcomes are clear to the student, represent high-level learning, and reflect the different learning needs of students, if necessary.	Learning follows a coherent sequence, is aligned with instructional goals, and is designed to engage students in significant cognitive challenges. Most outcomes are clear to the student, represent high-level learning, and reflect the different learning needs of some students, if necessary.	Learning rarely follows a coherent sequence. Learning goals and actual lesson outcomes do not align. Students are engaged in moderate cognitive activity. Some of the learning activities are aligned with instructional outcomes, but with no differentiation.	Learning does not follow a coherent sequence, is not aligned with instructional goals, and does not engage students in high-level cognitive activity. Outcomes are often unclear to the student and reflect only one type of learning.
Designing Student Assessments	Teacher gives clear criteria for the assessment of student work. All instructional outcomes are present in the proposed assessment. Teacher-created assessments are authentic and real-world appropriate. Assessments are adapted for individual student needs as necessary.	The teacher gives clear criteria for the assessment of student work. All instructional outcomes are present in the proposed assessment. Assessments are adapted to the individual needs of some students.	Assessment criteria have been established but are not clear. Assessment procedures are partially congruent with instructional outcomes. Assessments are designed for the whole class and not the individual student.	Lack of criteria for how students will be assessed. Assessment procedures are not congruent with instructional outcomes. Assessments are designed for the whole class and not the individual student.

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Domain 2: Classroom Environment (25% of Evaluation)

Classroom Environment	Highly Effective	Effective	Needs Improvement	Ineffective
Creating an Environment of Respect and Rapport	<p>In addition to the characteristics of "effective," The teacher demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When appropriate, students correct one another in their conduct toward classmates.</p> <p>The teacher's response to a student's incorrect response respects the student's dignity.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>The teacher makes connections with individual students.</p> <p>Students exhibit respect for the teacher.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful.</p>	<p>Teacher/Students use disrespectful talk toward students.</p> <p>Student body language indicates feelings of hurt or insecurity.</p> <p>The teacher does not address disrespectful interactions among students.</p> <p>The teacher displays no familiarity with or caring about individual students' interests or personalities.</p>
Managing Classroom Procedures	<p>Teacher provides activities and procedures that are well-established to engage students in meaningful work during times when the teacher completes other tasks (i.e., attendance) and/or while helping other students; and</p> <p>Teacher establishes routines, transitions, and procedures that are executed, periodically reviewed, and changed/adapted as needed as evidenced by students knowing what is expected of them; and requiring minimal prompting from the teacher.</p>	<p>The teacher provides only brief periods of time when students are not engaged in meaningful work (for example, while the teacher is completing attendance records, etc.); and</p> <p>The teacher establishes routines, transitions, and procedures that are executed, periodically reviewed, and changed/adapted as needed as evidenced by students ... knowing what is expected of them, and requiring minimal prompting from the teacher.</p>	<p>The teacher provides more than brief periods of time when students are left without meaningful work to keep them engaged; or</p> <p>The teacher establishes routines, transitions, and procedures, but a significant amount of teacher direction or prompting is required in order for them to be followed.</p>	<p>The teacher provides significant periods of time in which the students are not engaged in meaningful work; or</p> <p>The teacher establishes few if any, routines or procedures as evidenced by students being unclear about what they should be doing; or requiring significant amounts of directing or prompting from the teacher most of the time.</p>

Classroom Environment	Highly Effective	Effective	Needs Improvement	Ineffective
Managing Student Behavior	<p>In addition to the characteristics of "effective," Student behavior is age-appropriate, and student misbehavior is handled rapidly and effectively.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students treat each other respectfully.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against classroom procedures.</p> <p>Teacher response to student misbehavior is consistent, appropriate, effective, and respectful to students.</p>	<p>The teacher tries with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is an inconsistent implementation of classroom procedures.</p>	<p>There is little or no teacher monitoring of student behavior.</p> <p>Students challenge classroom procedures.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>
Existing Data (Strengths, Progress Monitoring, Present Levels of Performance PLOPs, & Parent Concerns)	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <p>Current student strengths are included and are educationally relevant.</p> <p>Student needs are defined in the PLOPs and connected to a goal(s)</p> <p>Parent concerns are updated and possible solutions are included (parent concern section or notes)</p>	<p>Strengths of the student are included and somewhat educationally relevant.</p> <p>Progress Monitoring includes a description of the student's performance and includes data points related to the student's progress toward the goal.</p> <p>The PLOP includes all four elements:</p> <ol style="list-style-type: none"> 1. Includes a background statement and describes the impact of the disability on the student's participation in the general education curriculum 2. Academic achievement across subject areas 3. Functional performance 4. Current annual data (ex. curriculum-based assessments, district assessments, statewide assessments, attendance, grades, 	<p>-Student strengths are included, but are not educationally relevant</p> <p>-Progress Monitoring lacks a description of the student's performance or fails to include data points related to the student's progress towards the goal</p> <p>-The PLOP is updated, but does not include all four elements</p> <p>Parent Concerns are not updated</p>	<p>Student strengths are not updated.</p> <p>Progress Monitoring is not documented or updated.</p> <p>The PLOPs are not relevant or updated.</p> <p>Parent Concerns are not addressed.</p>

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		<p>progress towards diploma if applicable)</p> <p>Parent concerns are updated.</p>		
Annual Goals	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally</p> <p>Goals are written based on Level 3 criteria and also are clearly related to the PLOPs.</p>	<p>Goals include all four of the elements:</p> <ol style="list-style-type: none"> 1. Specific to one skill that aligns with an appropriate state standard 2. Observable 3. Measurable, and 4. Able to be monitored <p>Specially designed instruction is individualized to the student's needs.</p>	<p>The goal(s) are updated but do not include all four elements.</p> <ol style="list-style-type: none"> 1. Specific to one skill that aligns with an appropriate state standard 2. Observable 3. Measurable, and 4. Able to be monitored <p>Specially designed instruction is not individualized to the student's needs.</p>	<p>The goals are not updated, relevant, and/or do not include all of the elements:</p> <ol style="list-style-type: none"> 1. Specific to one skill that aligns to an appropriate state standard 2. Observable 3. Measurable, and 4. Able to be monitored <p>Specially designed instruction is not individualized to the student's needs, appropriate, or not in line with the student's needs.</p>
Provisions, Related Services, and Behavior	<p>Provisions, related services, behavioral supports, and/or transitions are clearly developed and are connected to the PLOPs and discussion documented in the notes</p> <p>Transition summary, if applicable, includes Level 3 criteria, indicates student input, and is connected to student goals and provisions.</p>	<p>Provisions, related services, behavioral supports, and/or transitions are clearly developed and are connected to the PLOPs.</p> <p>A transition summary, if applicable, identifies the authentic assessment, and highlights the student's strengths, and post-secondary goals.</p> <p>Goals are age-appropriate, identify a specific skill, and connect to student transition summary, if</p>	<p>Provisions, related services, behavioral supports, and/or transitions are not clearly developed, may contain errors, and are loosely connected to the PLOPs.</p> <p>Goals are age-appropriate but do not identify a specific skill or connect to the student transition summary, if applicable.</p>	<p>Provisions, related services, behavioral supports, and/or transitions are not developed and/or contain errors.</p> <p>Goals are not age-appropriate, identify a specific skill, or connect to the student transition summary, if applicable.</p> <p>The transition summary, if applicable, is not based on authentic assessments.</p>

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		applicable.	The transition summary, if applicable, does not summarize strengths and identify post-secondary goals based on authentic assessments.	
Written Notes	At Level 4, a teacher fulfills the criteria for Level 3, and additionally: Parent concerns were stated and solutions presented are evident.	Case Conference written notes are clear and concise including: -Parent rights are provided -Involvement from the parent(s) was apparent, and determination of IEP plan is evident including LRE placement -Parent concerns have been stated and documented.	Case Conference written notes are: 1. general and do not provide support of case conference committee members' involvement, including parents, 2. parent rights provided are not indicated, or 3. indicate the determination of the IEP plan moving forward, including LRE placement.	Case Conference written notes are: 1. generalized and not concise, 2. parent rights provided are not indicated, 3. details of case conference committee involvement was not evident, and 4. determination of IEP plan, including LRE placement, was not documented.

Domain 3: Effective Instruction (35% of Evaluation)

Effective Instruction	Highly Effective	Effective	Improvement Necessary	Ineffective
Communicate with students through a variety of strategies	Expectations for learning, directions, and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive. Strategies reflect high expectations and are appropriate to students' cultures, and levels of development, and anticipate possible student misconceptions	Expectations for learning, directions, procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions, procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate to student's cultures or levels of development.	Expectations for learning, directions, procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to student's cultures or levels of development.
Reflective Practices on Instruction	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on a repertoire to suggest alternative strategies and predict the likely success of each.	The teacher provides an accurate and objective description of the lesson citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher has a generally accurate impression of instructional effectiveness.	The teacher does not know whether the lesson was effective or misjudges the success of a lesson. The teacher has no suggestions for how a lesson might be improved.
Engaging students in learning	Students are highly intellectually engaged throughout the lesson in significant learning, and make meaningful contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals and cultural differences and the pacing allows for student reflection and closure.	Activities and assignments, material, and grouping of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent with an appropriate pace.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students.

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Effective Instruction	Highly Effective	Effective	Improvement Necessary	Ineffective
Using Assessment in Instruction	Formal and informal assessment is used in a sophisticated manner in instruction. Students are fully aware of and may contribute to the criteria and performance standards by which their work will be evaluated. Self-assessment is used by students as well as monitoring of progress by both students and teachers. High-quality feedback is given to students from a variety of sources.	Formal and informal assessment is regularly used in instruction, through self-assessment by students, monitoring of progress by teacher and/or students, and feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Formal and informal assessment is occasionally used in instruction, through some monitoring of the progress of learning by teachers and/or students. Feedback to students is inconsistent, and students are aware of only some of the assessment criteria used to evaluate their work.	Formal and informal assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by the teacher of students, or through feedback to students.
Demonstrate flexibility and being responsive	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interest. The teacher provides the opportunity for the success of all students, using an extensive repertoire of instructional strategies.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. The teacher uses an adequate repertoire of instructional strategies.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. The teacher brushes aside student questions; when students experience difficulty the teacher blames the students or their home environment.

Domain 4: Teacher Leadership (15% of Evaluation)

Teacher Leadership	Highly Effective	Effective	Improvement Necessary	Ineffective
Contribute to School Culture	In addition to effective the teacher additionally may: <ul style="list-style-type: none"> • Seek out leadership roles • Voluntarily dedicates time to students and peers outside of class 	Contribute ideas and expertise to further the school's mission and initiatives Dedicate time efficiently, when needed, to helping students and peers outside of class	When sought out, teacher contributes occasional ideas and expertise to further the school's mission and initiatives	Teacher rarely or never contributes ideas aimed at improving school efforts. The teacher dedicates little or no time outside of class to students or peers.
Collaborate with Peers	In addition to effective the teacher additionally may: <ul style="list-style-type: none"> • Seek out opportunities to collaborate • Support peers • Take on leadership roles within collaborative groups 	Teacher will: <ul style="list-style-type: none"> • Actively participate in regular opportunities to work with and learn from others • Ask for assistance, when needed, and provide assistance to others in need 	Teacher will: <ul style="list-style-type: none"> • Participate in occasional opportunities to work with and learn from others • Ask for assistance when needed 	Teacher rarely or never participates in opportunities to work with others. The teacher works in isolation and is not a team player.
Seek Professional Skills and Knowledge	In addition to effective the teacher additionally may: <ul style="list-style-type: none"> • Regularly share newly learned knowledge and • Practices with others • Seek out opportunities to lead professional development sessions 	Teacher will: <ul style="list-style-type: none"> • Actively pursue opportunities to improve • Knowledge and practice • Seek out ways to implement new practices into instruction, where applicable • Welcome constructive feedback to improve practices 	Teacher will <ul style="list-style-type: none"> • Attend all mandatory professional development opportunities 	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

Negative Impact on State and Local Assessments

Negative impact on student learning, as measured by student performance on statewide assessments, is characterized by a significant decrease in student achievement and notably low levels of student growth. The department of education will calculate the negative impact for all teachers with Indiana Growth Model data.

For teachers in non-tested subjects local assessments will be utilized to determine the negative impact.

Students will be tested at the beginning of the year and at the end of the year using these local assessments. If the mean percentage of overall student performance is less at the end of the year than at the beginning of the year then a negative impact will be determined.

Assessment Guidance

FMLA/ Emergency/ Extended leaves of absence

If you work 120 days you will receive a 10% or 5% letter grade.

Non-state Tested Subjects

For any teacher in a non-state tested subject in accordance with Indiana code, the school letter grade will be used to meet the aforementioned requirement. If there is no state test in a teacher's discipline, then the school letter grade will count for 10%.

State tests will be administered by licensed teachers who are from the same building as the teacher on leave and on a permanent contract with Porter Township School Corporation. The lists below describe the assessments for the district.

Formative Assessment

All formative assessment pieces will be utilized in accordance with the expectation set forth by the state.

Final Summative Evaluation

The final summative evaluation will include the scores for observations combined with the school letter grade and negative impact information. The school letter grade (constituting 5% of the evaluation), the IGM/local assessment (constituting 5% of the evaluation), and observations will be calculated in Pivot; consequently, teachers will be rated as highly effective, effective, improvement necessary, or ineffective. The negative impact will be included as required by the state code.

Timelines/ Ineffective and Needs Improvement Rating

Documentation will be provided within 7 school days of observation.

This is applicable to ALL teachers, not just ineffective teachers.

If a teacher receives a final rating of Ineffective:

Five days after the final evaluation conference, the APTED president and superintendent are notified in writing by the building administrator. Within 10 days, the APTED building representative or designee will be present at the meeting between the Principal, mentor teacher, and ineffective teacher. The teacher has a right to request a private meeting with the superintendent after the conclusion of this meeting. This request must be made in writing. Mentor teachers should be in the same content area/grade level, if possible.

Mentor teachers should be allowed to observe a teacher if requested by the teacher being evaluated. Within 25 days, the first planning session is held and a plan is outlined (teacher, mentor teacher, APTED representative, and Principal all involved). Teachers placed on remediation will be observed a minimum of 5 times. The teacher should be evaluated at least once every 30 days for a 90-day school period.

After the post-conference, if the teacher is rated ineffective, at the option of the teacher or evaluator, a second observation and evaluation can be requested to be performed by another building-level administrator as assigned by the superintendent. Notice of this appointment must be sent to both the teacher and the association president. Notification must be made within 7 school days and an unscheduled, follow-up evaluation should be completed 10 school days after the second evaluator is assigned.

If after the second evaluation/observation, the teacher doesn't agree with the building level administrators as well as the second evaluator's evaluation of ineffective, the teacher may request a conference with the superintendent within 7 school days.

Resources for ineffective teachers

When a teacher is rated ineffective, opportunities should be provided to improve areas of weakness. This can be done through attending conferences, viewing webinars, taking advantage of resources, or consulting with highly effective teachers.

A mentor teacher should be able to observe ineffective teachers if requested. The ineffective teacher should be able to observe the mentor teacher if requested. Administrators and mentors will provide a list of presenters/resources that could be helpful to the ineffective teacher.

Conferences may only be attended if funds are available.

Notification to Parents

If a teacher is rated ineffective, they cannot have the same group of students for a second year. If for staffing reasons, a student has an ineffective teacher 2 years in a row, parents must be notified by the administration in writing as dictated by state statute.

License renewal for ineffective teacher

Credits towards license renewal during the 90-day period should be focused on areas of weaknesses on evaluation.

Remedial Form

Any teacher rated as ineffective or needing improvement will need to collaborate using the Performance Evaluation Remediation Plan Form.

**Porter Township School Corporation
Performance Evaluation Remediation Plan Form**

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):
In what areas was the teacher found to be deficient as documented on the PERFORMANCE EVALUATION PLAN RESULTS:	n/a
Action Plan for correcting the deficiencies:	n/a
Timeline for correcting the deficiencies (at most one semester, or no more than 90 school days if one semester exceeds ninety (90) days per IC 20-28-11.5-6(b)):	n/a
Describe indicators/evidence of progress towards accomplishing the goal:	n/a
Describe the resources/support that you anticipate needing in order to accomplish the goal:	n/a
Staff Member Signature: Date:	Administrator Signature: Date:

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