



Annual Teacher Evaluation Plan 2023-2024

“...the most important variable in the achievement of students is the quality of instruction they receive on a daily basis. To ensure students learn at higher levels, simply improve teaching.”

- *Bob Marzano, 2003; John Hattie, 2009*

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FCS BELIEFS REGARDING TEACHING & LEARNING

We believe that in a safe and nurturing environment, students:

- learn at different rates and in different ways
- learn more effectively while actively engaged
- develop positive relationships with adults and peers

Furthermore, in regard to teaching and learning we believe that:

- Teachers are responsible for providing each student with rigorous and relevant instruction.
- Student learning should be measured in multiple ways.
- Teachers should use student assessment data to make informed instructional decisions.
- Teachers are responsible for working collaboratively with colleagues, students, parents, and the community to build productive relationships.
- Teachers should stay current with and implement best practices.
- Teachers and students are responsible for collaborating to establish high expectations and learning goals.

FCS INSTRUCTIONAL MODEL

Franklin Community Schools Great Instruction

Includes:

- Learner-Centered Culture
- Clear Learning Objectives
- Teaching and Modeling
- Guided Practice
- Formative Assessment
- Adjustment to Instruction
- Independent Practice

LEARNER-CENTERED CULTURE Mutual respect and rapport are evident Teacher encourages student engagement and discourse Teacher reinforces more than corrects Teacher allows for productive struggle
CLEAR LEARNING OBJECTIVES PROMINENTLY posted Reflect varied depths of knowledge Address three questions: What am I learning? Why I am learning this? How will I know that I learned it (success indicators)? Referred to throughout the lesson The following may cycle or occur in a nonlinear fashion:
TEACHING AND MODELING Consistently models Often uses "think alouds"
GUIDED PRACTICE Gives students opportunities to practice, process Information, explain the "how," and demonstrate mastery
FORMATIVE ASSESSMENT Quickly assesses students' progress
ADJUSTMENTS TO INSTRUCTION Provides brief, targeted reteaching to the entire class Differentiates instruction as needed
INDEPENDENT PRACTICE Repeats and/or flips instructional cycle as needed Administers formal assessment Tutors and assists those needing additional help

- Learner-Centered Culture
- Clear Learning Objectives

The following may occur in a non-linear fashion.

- Teaching/Modeling
- Guided Practice
- Formative Assessments (Checks for understanding)
- Adjustment to Instruction
- Independent Practice

CRITICAL QUESTIONS THAT GUIDE OUR INSTRUCTIONAL DECISIONS

1. What do we want all students to know?
2. How will we know when they know?
3. What will we do when they don't know?
4. What will we do when they do know?

FCS ANNUAL TEACHER EVALUATION PROCESS

Evaluation Process Components

- **Mid-Point Conversation (November - January):** Evaluators will schedule mid-point conversations with certified staff to reflect collectively on the fall semester and to co-plan for the upcoming semester. Samples topics might include the following:
 - Progress on student performance this fall and last year (Celebrations and Opportunities for Improvement)
 - Instructional & management practices (Celebrations and Opportunities for Improvement)
 - Individual growth opportunities for the rest of the year
 - Adjustments to instructional and/or management practices
 - Requests for support or professional development
 - Opportunities for improvement
 - Celebrations
 - Mid-point self-assessment and evaluator feedback
 - How can the administrator help you continue movement toward your goals during the next semester?
- Regular documented **walk-throughs and observations** as determined by years of service and performance in prior years (See the following section)
 - Observations will occur during core instructional blocks.
 - All observations will be unannounced.
 - Observations will be a **minimum** of 10 minutes each.

- Improvement plans may dictate other observational patterns (e.g. longer observations (30-50 minutes), more frequent observations, daily walkthroughs).
 - Teachers will have one “pass” on an observation for extenuating circumstances. This “pass” must occur at the beginning of the observation.
- **PLC Engagement** as measured by the included rubric, which includes data cycles
- **Summative Conversation (May 1 - August 31)**: Evaluators will schedule summative conversations at the end of the year or at the beginning of the following year to discuss overall evaluation results, including professional expectations and teacher reflections about the year and goals for the upcoming year (e.g. student growth goal(s), student/parent feedback, and overall effectiveness)

Observation Quantity, Type, & Timeline

Critical to the annual evaluation process is an understanding of the difference between an **observation** and an **evaluation**. An **observation** is a source of data in the overall evaluation plan. An **observation** is a classroom visit, an event - formal or informal, announced or unannounced. The **evaluation** is a summative process incorporating classroom observations and walkthroughs, PLC expectations, and professional expectations. Assigned evaluators have autonomy over final evaluation results.

First and Second Year Teachers at FCS

- Administrators will conduct a **minimum** of four (4) unannounced observations (minimum of 10 min.) per year for 1st and 2nd year teachers at FCS. Walkthroughs are a routine component of the evaluation program.
 - A teacher or evaluator may determine that additional observations need to occur.

Teachers with two or more years of experience at FCS and rated “Highly Effective” or “Effective” in the prior year

- Administrators will conduct a minimum of two (2) unannounced observations (minimum of 10 min.) per year. Walkthroughs are a routine component of the evaluation program.
 - A teacher or evaluator may determine that additional observations need to occur.

Teachers who have been rated “Ineffective” or “Improvement Needed” in the prior year

- Administrators will meet with teachers regarding Improvement Plans. Individual plans will dictate the frequency and length of observations.

Follow-up, Improvement, and Communication

Process for Teacher Feedback

- Classroom walk-throughs will be a component of the evaluation process.
- The evaluator will provide a copy of any observation within five school days.
- Email/written/face-to-face communication is required after all observations.
- Face-to-face dialogue is required at the Mid-Point Conversation (November - January) and the Summative Conversation (May - August) of the annual evaluation process.
- Feedback will include identified strengths and areas for improvement
- An Improvement Plan may be implemented at any time as deemed necessary by the evaluator
- Summative evaluation and documented feedback will be provided to teachers within seven school days from the completion of the evaluation.
- Based on observation outcomes and walk-through data, administrators will utilize instructional coaches/peer mentors for teacher professional development.

Teachers rated “Ineffective” or “Needs Improvement”: Plans for Improvement

Teachers rated as “Ineffective” or “Needs Improvement” will be placed on a Professional Improvement Plan (see attached template). The plan cannot be more than 90 school days in length and will include professional growth activities that will be used toward the employee’s license renewal. However, the plan can be renewed if sufficient progress is not being made.

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.” It is the responsibility of the teacher to contact the superintendent or the superintendent’s designee to arrange for a private conference.

Instruction Delivered by Teachers Rated Ineffective: Student Placement & Parent Communication Procedures

Building principals will be responsible for annually ensuring that a student may not be instructed for two consecutive years by two consecutive teachers who have been rated as “Ineffective.” The superintendent or the superintendent’s designee will conduct a confirmation audit.

Prior to the start of the second year, a letter from the superintendent will be mailed to the parents of all students who unavoidably have two consecutive years of teacher assignments where the teachers have been rated as “Ineffective.”

Negative Impact

A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. This may require adjustments to the teacher’s final summative evaluation score.

- For classes measured by statewide assessments with growth model data, the IN Department of Education will determine negative impact.
- For classes that are not measured by statewide assessments, negative impact on student growth will be defined collaboratively by the teachers and administrators using the following indicators:
 - Academic standards
 - Student demonstration of mastery
 - Significant number or percentage of students impacted

WEIGHTING AND RATING PROCESS

Item	Weight	Rating
Teacher Observation Rubric	80%	Rate using 4, 3, 2, 1
PLC Expectations Rubric	20%	Rate using 4, 3, 2, 1

CORE PROFESSIONALISM

This standard illustrates the minimum competencies expected in any profession. They are basic employment practices. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively. If teachers are notified about professionalism issues, administrators will log for further conversation.

Indicator	Does Not Meet Standard	Meets Standard
1 - Attendance	Individual demonstrates a pattern of excessive or unexcused absences outside of FMLA and/or unexcused tardies (e.g. time off beyond number of PTO days in CBA unless exception is approved in advance by the superintendent or designee)	Individual has not demonstrated a pattern of excessive or unexcused absences and arrives to work on time
2 - Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Does not maintain an active Indiana Teaching License	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Maintains an active Indiana Teaching License
3 - Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parent/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parent/guardians, and community members in a respectful manner

Those receiving a written warning (Step 2 or later) in our progressive discipline program in a given school year will receive an automatic 1.00 point deduction on their summative evaluation.



Meets Standards in ALL categories



Does Not Meet Standard in any one category (Summative Evaluation Deduction = -1.00 total) _____

TEACHER OBSERVATION RUBRIC

Instruction	4 - Highly Effective <i>For level 4, much of the level 3 evidence is observed during the year, as well as some of the following:</i>	3 - Effective	2 - Improvement Necessary	1 - Ineffective
Frequent communication of clear learning objectives	<ul style="list-style-type: none"> - Students can explain or demonstrate the LO and its importance. - Students demonstrate understanding of connections between prior knowledge and LO - Teacher instruction encourages students to exhibit LO in a variety of ways. 	<ul style="list-style-type: none"> - LO is specific, measurable, aligned to standards, and clearly posted - Teachers explain and students understand why and what they are learning - Lesson is well organized to move students toward mastery of the LO 	<ul style="list-style-type: none"> - LO is specific and clearly posted, but may not be measurable or aligned to standards - Teacher attempts explanation, but students do not fully understand why and what they are learning - Organization of lesson is not always connected to mastery of the LO 	<ul style="list-style-type: none"> - LO is missing more than one component or is not present - Teacher fails to explain importance of LO, and students do not show understanding of why or what they are learning - Lesson is disorganized and does not lead to mastery of LO
Teaching, modeling, demonstrating	<ul style="list-style-type: none"> - Instruction sparks student excitement and interest in the content - Teacher effectively connects content to other content areas, students' experiences, or current events - Students ask higher-order questions and make connections independently 	<ul style="list-style-type: none"> - Teacher models and demonstrates content knowledge and skills that are factually correct - Content is clear, concise, and well-organized - Teacher implements evidence-based instructional strategies (i.e. emphasizing main ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding) 	<ul style="list-style-type: none"> - Teacher delivers content knowledge that is factually correct - Content occasionally lacks clarity and is not well-organized - Teacher does not always implement evidence-based instructional strategies (i.e. emphasizing main ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding) 	<ul style="list-style-type: none"> - Teacher delivers content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding - Teacher fails to implement evidence-based instructional strategies (i.e. emphasizing main ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding)

Guided Practice	<ul style="list-style-type: none"> - All students are actively engaged in content practice or teacher is appropriately redirecting at all times. - The lesson progresses at an appropriate pace so that students are rarely disengage - Students show evidence of higher-order or critical thinking. 	<ul style="list-style-type: none"> - Teacher provides multiple opportunities for student practice with content aligned to the LO (with appropriate rigor, relevance, and differentiation) - $\frac{3}{4}$ or more of students are actively engaged in content practice at all times and not off-task 	<ul style="list-style-type: none"> - Teacher may provide opportunities for student practice but perhaps not aligned to the LO or without appropriate rigor, relevance, or differentiation - Fewer than $\frac{3}{4}$ of students are actively engaged in content practice at all times and not off-task 	<ul style="list-style-type: none"> - Teacher does not provide opportunities for student practice with content - Fewer than $\frac{1}{2}$ of students are actively engaged in content practice and many are off-task
Checks for understanding - Formative assessment	<ul style="list-style-type: none"> - Teacher uses a variety of checks for understanding of content at almost all key moments - Teacher is able to modify instruction to respond to misunderstandings without taking away from the progression of the lesson or losing engagement 	<ul style="list-style-type: none"> -Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of content at a range of both lower and higher-order thinking - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students 	<ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content at key moments and may use more than one type of check - Teacher makes sometimes misguided attempts to adjust instruction based on checks for understanding, and students' understanding may not increase 	<ul style="list-style-type: none"> - Teacher rarely checks for understanding of content and misses nearly all key moments or uses ineffective and unvaried checks - Teacher rarely or never attempts to adjust instruction based on checks for understanding, therefore failing to increase students' understanding

Classroom Environment	<u>4 - Highly Effective</u> <i>For level 4, much of the level 3 evidence is observed during the year, as well as some of the following:</i>	<u>3 - Effective</u>	<u>2 - Improvement Necessary</u>	<u>1 - Ineffective</u>
Creates classroom culture of collaboration and respect (teacher to student and student to student)	<ul style="list-style-type: none"> - Teacher creates an environment where students take an active role in promoting positive respect and rapport between teacher and students and among students. Interactions are appropriate and sensitive to cultural and developmental differences - Teacher creates a collaborative environment by designing higher order learning activities that result in high levels of student engagement and thinking. 	<ul style="list-style-type: none"> - Teacher creates an environment of mutual respect and rapport between teacher and students and among students. Interactions are always appropriate and sensitive to student differences - Student behavior standards are clear; teacher monitoring and responses to misbehavior are appropriate and respectful - Teacher creates an environment where students participate in each other's learning of content through collaboration 	<ul style="list-style-type: none"> - Teacher attempts to create an environment of mutual respect and rapport between teacher and students and among students. Interactions are generally appropriate and conflict-free; may reflect occasional insensitivity to student differences - Teacher makes an apparent effort to establish standards; teacher monitoring efforts and responses to misbehavior have mixed results - Teacher attempts to create an environment of student participation and collaboration with little student engagement 	<ul style="list-style-type: none"> - Teacher interactions are negative and/or insensitive, characterized by sarcasm, put-downs, or conflict resulting in an environment that lacks mutual respect and rapport between teacher and students and among students. - No evidence that standards have been established; little or no teacher monitoring; repressive response to misbehavior - There is no evidence of teacher's attempt to incorporate collaborative activities to engage students
Sets high expectations for academic and personal success	<ul style="list-style-type: none"> -Teacher creates an environment with high levels of teacher passion and shared commitment and encourages students to hold themselves to high standards - Teacher creates an environment where students contribute to the daily operation of classroom routines, transitions, and procedures without loss of instructional time. 	<ul style="list-style-type: none"> - Teacher establishes a culture of learning characterized by high expectations for student achievement and genuine personal commitment to the subject being taught - Most students demonstrate pride in their work - Little instructional time is lost; routines and procedures allow for a smooth-running classroom 	<ul style="list-style-type: none"> - Teacher establishes a culture of learning characterized by modest expectations for student achievement and occasional personal commitment to the subject being taught - Little evidence of student pride in their work - Some instructional time is lost due to partially effective routines and procedures 	<ul style="list-style-type: none"> - Teacher establishes a culture of learning characterized by low expectations for student achievement and little personal commitment to the subject being taught - No student pride in work - Much instructional time is lost due to inefficient routines and procedures
Appropriate Communication with All Stakeholders	<ul style="list-style-type: none"> - Communication is frequent, effective and appropriate. Teacher proactively communicates with all stakeholders (ie: newsletter, website, social media, call home, email home, etc.) 	<ul style="list-style-type: none"> - Communication is frequent, culturally appropriate, and successfully engages families 	<ul style="list-style-type: none"> - Communication usually adheres to school expectations but may not be timely or appropriate 	<ul style="list-style-type: none"> - Communication is sporadic and often inappropriate

PLC EXPECTATIONS RUBRIC: Research shows that PLCs have the ability to improve instruction and enrich student learning. As a result, PLCs are a highly valued component of our educational and professional environments at FCS.

PLC	<u>4 - Highly Effective</u> <i>For level 4, much of the level 3 evidence is observed during the year, as well as some of the following:</i>	<u>3 - Effective</u>	<u>2 - Improvement Necessary</u>	<u>1 - Ineffective</u>
Collaboration	<ul style="list-style-type: none"> - Teacher is always committed to collaboration and creating and/or using essential learnings, common assessments, curriculum maps, and data comparisons - Teacher assumes leadership role among colleagues in the PLC or plays a key role in maintaining the PLC norms 	<ul style="list-style-type: none"> - Teacher is consistently committed to collaboration and creating and/or using essential learnings, common assessments, curriculum maps, and data comparisons - Teacher is an active participant; collegial relationships are positive and productive 	<ul style="list-style-type: none"> - Teacher is sometimes committed to collaboration and creating and/or using essential learnings, common assessments, and data comparisons - Teacher is involved; collegial relationships are cordial 	<ul style="list-style-type: none"> - Teacher is rarely or never committed to collaboration and creating and/or using essential learnings, common assessments, and data comparisons - Teacher avoids participation; collegial relationships are negative or self-serving
Contribution	<ul style="list-style-type: none"> - Teacher is always committed to effective use of teaching/remediation strategies, always uses data to identify strengths and weaknesses of students, documented contributions to PLC data cycles, and identifies strategies for student growth -Teacher positively and effectively helps implement PLCs remediation/extension plans 	<ul style="list-style-type: none"> - Teacher is consistently committed to effective use of teaching/remediation strategies, uses data to identify strengths and weaknesses of students, documented contributions to PLC data cycles, and consistently identifies strategies for student growth 	<ul style="list-style-type: none"> - Teacher is sometimes committed to effective use of teaching/remediation strategies, occasionally uses data to identify strengths and weaknesses of students, and occasionally identifies strategies for student growth 	<ul style="list-style-type: none"> - Teacher is rarely or never committed to effective use of teaching/remediation strategies, rarely or never uses data to identify strengths and weaknesses of students, and rarely or never identifies strategies for student growth
Team Approach and Professional Growth	<ul style="list-style-type: none"> - Teacher seeks out professional growth opportunities based on PLC, professional or personal goals. Teacher actively shares expertise with others and implements feedback 	<ul style="list-style-type: none"> - Teacher actively pursues and initiates opportunities for professional growth based on PLC, professional or personal goals. 	<ul style="list-style-type: none"> - Teacher participates in professional growth as required and/or convenient; makes limited contributions; accepts feedback with some reluctance 	<ul style="list-style-type: none"> - Teacher does not participate in professional growth; makes no effort to share with others; is resistant to feedback

PROFESSIONAL IMPROVEMENT PLAN

Staff Member:

School:

Grade or Subject:

Date:

Principal or Supervisor:



1. Identification of the problem incident(s) and/or situation(s):
 - a. (If a teacher has been rated as ineffective or improvement necessary, please document.)
2. List the plan of action to remedy the incident(s) and/or situations(s):
 - a. (Identify parts of the plan that qualify for employee's license renewal credits.)
3. Date to review implementation of plan of action:
 - a. (Improvement Plan cannot be more than 90 school days in length.)
4. Staff member comments:
5. Signature of staff member and administrator documenting that a discussion of a problem incident(s) and/or situation(s) has occurred, a plan of action for improvement has been developed, and a date to review the effectiveness of the plan of action has been established:

Staff Member Signature and Date

Administrator Signature and Date

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. It is the responsibility of the teacher to contact the superintendent or the superintendent's designee to arrange for a private conference.

PERFORMANCE CATEGORIES FOR FINAL EVALUATION RATING

FCS will provide a summative rating for all certificated staff as one of the following: highly effective, effective, improvement needed, or ineffective

- **Highly Effective (3.50 - 4.00)**
- **Effective (2.50 - 3.49)**
- **Improvement Needed (1.50 - 2.49)**
- **Ineffective (<1.49)**

EVALUATOR TRAINING AND ACCOUNTABILITY

FCS administrators are the only evaluators for teachers. All FCS administrators receive initial training provided by central office personnel in the following areas:

- FCS Teacher Evaluation Rubric
- FCS Instructional Model
- Observation processes/logistics
- Pre/Post Conferencing and Delivering Constructive Feedback
- Data Analysis Used for Adjusting Instruction
- Summative Scoring
- Professional Development and Remediation Plans

All FCS administrators will receive ongoing training and support in evaluation skills. Regular cabinet and principal meetings will provide the administrative team with opportunities for practice, discussion, and reflection on observation and evaluation processes. Evaluators within the same building are expected to engage in interrater reliability exercises prior to conducting formal observations.

The annual evaluation process will be monitored by the superintendent or the superintendent's designee via an online platform which will house all rubrics and templates and will enable accurate record keeping and facilitate communication between evaluators and teachers.

ANNUAL PLAN ADOPTION PROCESS

When needed, the evaluation committee, composed of FCTA members and FCS administrators, will meet to discuss possible edits to the annual evaluation plan. The revised draft will be shared with the FCTA leadership for discussion.

After discussion with FCTA, the written plan will be shared with the board during a monthly board meeting. Following the board meeting, the revised annual teacher evaluation plan will be reviewed with evaluators (FCS administrators).

Central office and building administrators are responsible for ensuring the FCS Teacher Evaluation Plan is in writing and fully explained to all FCS teachers prior to evaluations being conducted.

TEACHER APPRECIATION GRANT POLICY

The amount of a stipend awarded to a teacher rated as Highly Effective is 25% greater than the amount of a stipend awarded to a teacher rated as Effective

SENATE ENROLLED ACT 486 (2023)

Senate Enrolled Act 486 requires each school corporation to develop or adopt a plan for annual performance evaluations for each certificate employee. A school corporation may adopt the Indiana Department of Education's (IDOE's) model plan or adopt or establish any other staff performance evaluation plan.

The plan must include an annual designation of each certificated employee in one of the following rating categories:

1. Highly Effective
2. Effective
3. Improvement Needed
4. Ineffective

The requirements for the designation in each rating category must be determined by the school corporation.