

The New Prairie United School Corporation



Teacher Growth and Appraisal Process

Updated 5/2025

The New Prairie Teacher Growth and Appraisal Process

Background Information

The New Prairie United School Corporation believes in the power of teachers in the success of its learners. Teachers need support, feedback, collaboration with their colleagues, and access to the latest teaching and learning strategies in order to be successful.

In this spirit of teacher growth and support, the corporation has developed the New Prairie Teacher Growth and Appraisal Process. This process contains the growth and support teachers need in order to help them provide the best learning environments for their children to learn and grow.

The New Prairie Teacher Growth and Appraisal Process will focus on teaching and learning strategies, collaboration, student achievement measures, professionalism, classroom environment, and other measures that help teachers learn about their practices while letting them stretch themselves professionally. It will move the primary focus from just measuring and rating teachers to encouraging their work in collaboration and professional growth. The Growth and Appraisal Process will recognize the good work already happening in the district while encouraging growth in the priority focus areas of the Corporation.

The primary objectives of the New Prairie Growth and Appraisal Process are to reinforce collaboration and problem-solving strategies in the district such as Professional Learning Communities, Response to Intervention, the development and analysis of common assessments for student learning, collaborative relationships for addressing the changing needs of students such as literacy development, addressing changing demographics, implementing research-proven teaching and learning strategies, adjusting learning opportunities to meet the changing learning needs of students and teachers, and other school corporation values and priorities.

The New Prairie Teacher Growth and Appraisal Process will also help meet the diverse and changing needs of teachers through a “developmental” process for growth. Throughout the process, there are examples of variable or tiered approaches to supervision designed to meet unique needs of teachers.

Goals of the Program New Prairie Teacher Growth and Appraisal Process

Since the professional support and growth of teachers is key to the success of the students, the New Prairie Teacher Growth and Appraisal Process is based on several goals designed to provide opportunities for teacher growth including:

- Recognizing the hard work and commitment to student success exhibited by the staff
- Reflecting the priorities and shared values within the school corporation
- Building upon the collaborative efforts and professional relationships in place in the Corporation
- Focusing on measuring teacher skill and performance levels while providing opportunities and strategies for ongoing professional growth
- Providing opportunities for teachers to receive support and assistance based on their needs (for example, new teacher growth support, struggling teacher intensive assistance, PLC collaborative problem-solving, etc.). These are called “tiered” supports in the process.
- Provide opportunities for teachers to receive feedback and support from “alternative sources” other than just classroom observations
- Provide opportunities for teachers to work with their peers and colleagues in addition to their administrators for professional growth
- Provide opportunities to set and reach long-term growth through meaningful professional growth goals
- Provide a blend of evaluator feedback and team collaboration to be used in the professional growth process

General Core Expectations/Themes

The following Core Expectations that will guide the growth/appraisal process are based on the culture and needs of the school district:

- Theme I-Collaboration
- Theme II-Professional Responsibilities-Growth
- Theme III-Relationships and Learning Environment
- Theme IV-Student-Centered Instruction
- Theme V-Learning Measures

Core Expectation Details

More in-depth and detailed information about the Core Expectations and the sub-components of the Core Expectations are listed below:

- Theme I-Partnership and Collective Accountability Demonstrated through Collaboration (Supported through a combination of PLC team processes and evaluator feedback)
 - Contributes to the success of the PLC team
 - Assists in the creation and implementation of PLC team norms
 - Shares strategies and ideas to assist PLC team members in successfully impacting student achievement
 - Treats other PLC team members with respect

- Fully participates in PLC team conversations by listening, clarifying suggestions, and offering new ideas that positively impact student achievement
 - Helps generate ideas to help PLC team grow in its collaboration and interdependence through constructive feedback and struggles
 - Engages in examination of data in order to understand student learning issues
 - Provides constructive feedback, ideas, and suggestions to help colleagues learn and grow
 - Works collaboratively with peers to reach shared goals
- Treats others as partners in decision-making
- Able to look at issues in a fair and impartial manner
- See as “our students” rather than “my students”
- Peer/Colleagues/Staff
 - Uses interactions that foster positive engagement
 - Peers, colleagues, and staff are treated positively as professionals
- Theme II- Professional Responsibilities and Growth (Supported partially through the PLC team process and partially through feedback from the evaluator)
 - Engages in professional growth and development
 - Seeks opportunities to grow and learn
 - Utilizes the PLC process to further professional development
 - Sets professional growth goals
 - Assists colleagues in their professional growth
 - Engages in professional reflection, uses reflection to adjust instruction and set professional growth goals
 - Maintains professional responsibilities
 - Maintains regular and consistent attendance
 - Arrives at work on-time, provides required student supervision
 - Exhibits respect for district leadership, colleagues, and other staff members
 - Conducts self in professional and productive manner
 - Exhibits positive and professional demeanor
 - Follows established district policies/procedures
- Theme III Relationships and Learning Environment
 - Relationships with students
 - Teachers consistently use interactions that foster positive professional relationships
 - Classroom norms and behaviors are created and consistently modeled by teachers and students
 - Relationship strategies are implemented, monitored and adjusted based on student needs

- Relationships with Families and the Community
 - Interactions and strategies that foster positive relationships are used
 - Proactive and regular communication strategies are utilized
 - Strategies to engage parents in working together to benefit their child/children are used
 - Reaches out to the community to develop mutually beneficial partnerships when appropriate
 - Portrays the school or school district in a favorable position with the community
 - Seeks to provide opportunities for students to positively contribute to the community
- Learning Environment
 - Creates a safe, respectful learning environment where there are high expectations and support for student learning
 - Establishes and enhances a culture for learning, persistence and respect
 - Establishes and refines a physical structure that promotes learning
 - Establishes and maintains expectations for learning environment and behavior management
 - Monitors the classroom environment and makes needed adjustments to maximize learning
- Theme IV Student Centered Instruction
 - Learning Targets
 - Plans appropriate learning targets and instruction based on student needs, standards, school and district expectations, formative assessment information, and content knowledge
 - Communicates learning targets and criteria for success to students in “grade appropriate” ways
 - Use of Learning Strategies
 - Engages students in processing content during instruction
 - Implements appropriate techniques to engage students in learning
 - Uses questioning techniques that promotes active learner engagement and higher level thinking
 - Provides structure and pacing to maximize student learning
 - Incorporates assessment techniques to inform instruction
 - Manages instructional time to maximize learning
 - Manages the classroom environment and implements effective classroom management strategies
 - Implements strategies and techniques to positively impact student literacy
 - Utilizes appropriate technology techniques and strategies

- Monitoring and Adjusting Instruction
 - Adjusts instruction based on evidence of student learning
 - Instruction includes appropriate pacing, Rtl strategies, & enrichment when needed by learners
 - Provides learners with feedback, monitors student learning, checks for their understanding of concepts and content, adjusts learning strategies based on student needs
 - Provides needed interventions/remediation/enrich for learners as needed

- Theme V-Learning Measures (Student growth and achievement- Supported partially through PLC team processes and evaluator feedback. **The selection of student learning measures will be completed as a collaborative process between teachers and their administrators.**)
 - Identifies learning priorities in collaboration with their PLC, with colleagues, and independently as appropriate.
 - Develops common assessments to gather data on student learning in collaboration with their PLC team.
 - Reviews and analyzes the results of the implementation of common assessments with their PLC members.
 - Works with PLC team to compare local and district assessment results with required state and district testing results
 - Generates ideas (both teaching strategies and content revisions) with their PLC and colleagues to help students who did not learn on the first attempt to learn during re-teaching opportunities
 - Develops extension and enrichment strategies for those students who demonstrated an understanding of the learning targets on the first common assessment with colleagues and PLC team members.
 - Implements required state/district/school corporation tests and assessments
 - Works to understand and analyze the results of required state/district/school corporation tests and assessments

Program Components

New Teacher Induction and Support Process-(A Tiered Teacher Support Process)

Teachers new to the Corporation, or a school need support and direction in acclimating to their new position. New teachers joining the Corporation or a school who come with previous experience may still need support in transferring their previous experience into their new setting. These new teacher needs can include: information about the students and community, information about their colleagues and peers, information about the curriculum, and other areas of support.

Teachers who are new to the New Prairie School District will have the opportunity to be involved in a formalized support process during their first 3 years in the district. The support process could include the following elements:

- Support through a mentoring support program
- Support through a new teacher induction program
- Extensive feedback based on the Core Themes of the Corporations (teaching expectations) conducted by their principal/evaluator
- Extensive support/feedback from the new teacher's PLC team
- Opportunities for peer observations of the new teacher in the classroom and/or opportunities for the new teacher to observe classroom instruction by colleagues or peers in their classrooms
- Professional development opportunities that are customized to the needs of the new teacher
- Other support strategies identified by the school principal and/or PLC team

Increased Observation and Feedback

Teachers new to the school will have opportunities to receive more feedback from their principal/evaluator. With each observation, feedback related to district/school corporation core expectations will be provided. New teachers will be on the following observation schedule during their first year of employment:

- 1 classroom observation will be conducted during the first month of employment
- At least 3 formal classroom observations will be conducted during the first school year
- The feedback from the observations will focus on the five core themes of the New Prairie Teacher Growth and Appraisal Process listed below:
- At the end of the first semester, a formal conference will be held with the evaluator or building principal. At this conference, the new teacher will get specific feedback based on how they are doing in relation to the expectations within the 5 theme areas.
- At the end of the 3rd observation, the new teacher will receive a pre-summative appraisal score documented in PERFORM notes.
- The rating will use one of the 4 rating scales below:
 - **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. In aggregate, a highly effective teacher's students have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- o **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. An 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.
- o **Improvement Necessary:** A teacher who is rated as *improvement necessary* 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.
- o **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.

(Scoring level descriptions adapted from State of Indiana RISE Program booklet)

Since new teachers are still learning and growing as they acclimate into their position, the evaluator rating the new teacher may determine their summative evaluation scores considering the following:

- The previous experience level of the teacher
- The performance expectations for a new teacher compared to more experienced, continuing contract teachers *
- The specific assignment or conditions experienced by the new teacher

* Using this model, it is most likely that the performance expectations of the new teacher will increase as that new teacher gains experience and job competence. For example: if a new teacher did not continue to grow as they gained experience, they

could receive lower summative scores if their performance levels are flat in subsequent years of teaching.

New teacher support will be provided with the New Teacher Orientation prior to the school year, as well as, bi-monthly district meetings. Each new teacher will be provided a mentor teacher in a closely related or similar grade level/subject area span when possible. For example: 2nd grade new teacher-mentor K-3 grades. Building level mentor checklist will be provided.

New Teachers with Previous Experience Requiring Less Support

The support given to the teacher who is new but has previous teaching experience can be modified or reduced by mutual agreement between the teacher and the primary evaluator (or principal). Criteria to be considered in coming to agreement on reducing or modifying the new teacher support include:

- Summative evaluation rating scores of “effective” or “highly effective” on the most recent summative evaluation.
- Consensus or agreement between the evaluator and the teacher that he/she has successfully acclimated to the school or district/corporation and would not benefit from additional support.
- A teacher who has taught a minimum of three years may complete a waiver agreement to modify the new teacher support. This may include the number of observations, attending bi-monthly meetings and/or a mentor assigned.

Existing “Continuing Contract” Teachers

Teachers who have attained the status of continuing contract will be involved in the Core Teacher Growth and Appraisal Process. This process will consist of:

- Evaluation/feedback from their administrator (combination of short and extended observations focused on teaching, professionalism, student achievement, and other factors of the TGAP process)
- Involvement in PLC focused support/feedback
- Set and attain a professional growth goal or goals

Continuing contract teachers will have opportunities to receive feedback on their performance from their principal/evaluator. Following each observation, feedback related to district/school corporation core expectations will be provided. Continuing contract teacher observations will be based on the following:

- Continuing contract teachers will be observed a minimum of 2 times each year. The preference will be to have 1 observation be conducted each semester **The**

first observation will be completed by Thanksgiving and the second observation will be completed by May 1st.

- Observations will be conducted based on the most current Indiana laws or guidelines.
- Principals/evaluators will conduct observations based on their preferences and availability. In some cases, observations may be unannounced, while in other cases, they may want to involve the teacher in assisting in the scheduling. Principals may use the types of observations listed below or a variation of these types:
 - Unannounced or “drop in” observations
 - Announced or scheduled observations
 - Several “short” or drop-in, or walk-through observations
 - After each observation, a conversation or conference will occur between the teacher and the principal/evaluator within two weeks. The conversation will be focused on the attributes observed during the observation and how they relate to the Themes of the New Prairie School Corporation. The conversation may take the following forms or variation of these forms:
 - A formal conference shall happen after the lesson where the principal/evaluator meets with the teacher to discuss the lesson.
 - An informal conversation between the principal and teacher occurring soon after the lesson. This conversation will be formative in nature. The formative feedback will build toward the summative evaluation and eventual rating of the teacher’s performance based on the 5 Core Theme of the Corporation. Some examples of possible formative feedback conversations could include:
 - A brief conversation in the classroom or learning environment after instruction when the teacher is free to talk.
 - A brief conversation after the class or instructional period when the teacher is free to talk.
 - A brief conversation during the teacher’s preparation time or after school if the teacher is free to talk.
 - After each conversation, the principal/evaluator can choose to develop and share a summary of the conversation related to the observation with the teacher. This summary will be formative in nature. In this formative conference summary, the principal/evaluator should share the following:
 - A brief summary of the lesson or instructional period observed
 - A brief summary of the main points discussed in the lesson
 - A brief summary of the teacher’s perspective or comments during the conversation
 - If possible, the principal/evaluator may provide feedback about how the teacher is progressing toward the expectations in the Core Themes of the Corporation.

- During the evaluation period, the principal will gather data to help inform the overall performance of the teacher. Data from a variety of sources that align with the Core Themes will be considered for the summative evaluation rating of the teacher. When data is being considered for use in formative assessment leading to a summative assessment, the principal/evaluator should hold a conference/conversation with the teacher, plus issue a summary of that conversation to the teacher.

Teacher-Principal Collaboration in the Data Gathering and Analysis Process

Because the appraisal and observation processes have the capacity to gather only a limited amount of the data that's associated with a teacher's teaching and learning efforts, teachers are encouraged to partner with their principal/evaluator to provide data that can be used to more accurately describe their performance. For example: Observing a teacher interact with students inside their classroom setting does not allow the principal to observe how that teacher works collaboratively with the student's parents. It may be helpful for the teacher to gather and provide data for the principal to include in their analysis within the Core Themes to help establish formative and summative scores. Once the principal has analyzed the data, she/he should work with the teacher to share where the data "puts" the teacher within the 4 levels of the rating scale. In analyzing the data, the principal should take both the quality of the information and the quantity or frequency of the data. For example: If a teacher reached out to parents once to develop a partnership, the data documenting that effort may not carry as much weight in the scoring as a teacher who consistently reached out to form strong partnerships may have in the scoring process.

Teacher Professional Growth Goal Setting

In the New Prairie Teacher Growth and Appraisal Process, teachers will be required to set and reach professional growth goals. Because of the investment school corporation has made in the PLC process, these professional growth goals can be set in collaboration with the PLC team and or individual goals. **These goals are due by Labor Day using our SMART goal template.**

The Teacher Professional Growth Goal Setting Process will be focused on the following:

- Whenever possible, professional growth goals should be based on or support school or PLC goals
- Professional Growth Goals should be developed using a collaborative process between the teacher and the school principal.
- Professional Growth Goals should be based on the Core Expectations for teaching

- Professional Growth Goals can be short-term (1 school year) or long-term (implemented over more than 1 year) in nature. In either case, a yearly summary of the goal process should be completed

[NPUSC SMART Goal Template](#)

Work-Related Observations (Observations in alternative work settings)

Observations or work samples will help the teacher and evaluator understand what is happening and provide feedback on this work. In most cases, the observations will be focused on classroom instruction and student teaching and learning situations. These kinds of observations will help the evaluator provide feedback in Theme Area IV- Student-Centered Instruction.

In some cases, it may be more beneficial for the evaluator to conduct an observation in an area outside of a classroom lesson that can help the teacher obtain feedback about another important area of their work. For example, a teacher who works with special needs students to help regular classroom teachers implement inclusion may benefit from an observation of a planning meeting. A business teacher who places students in community internships may benefit from feedback about a meeting to work out the details of a placement with a potential organizational leader. Observations of alternative situations may be beneficial for both the teacher and the evaluator.

Observations of teacher work in settings other than classroom instruction should be collaboratively decided between the teacher and the principal.

Highly Effective Teacher Option

If a teacher has been rated as “highly effective” for three consecutive years, that teacher may elect to work with their building principal to implement alternative evaluation options. The specific criteria used to determine eligibility for this option will include:

- A teacher interested in participating in this option should have been rated as Highly Effective in at least 3 of the 5 Core Theme areas on their most recent summative evaluation.
- In addition to the Highly Effective ratings, the teacher interested in the Highly Effective Teacher Option must have a minimum of Effective ratings in the remaining Core Themes of the New Prairie School Corporation.

Those options could include:

- An opportunity to set a longer term goal that takes more than 1 year to attain

- An opportunity to have observations/feedback based on “alternative data sources” such as using a portfolio, examining student work, observing a parent meeting, or some other alternative source that would help that teacher grow beyond a classroom observation

The alternative data option would take the place of extended observations in the classroom. At least 1 short observation would be used to assess the continued effectiveness of the teacher. The principal would still complete the required numbers of observations based on Indiana statute but a portion of the observations would be based on the alternative data focus.

For example, a special education teacher may decide to work with their principal on their collaborative efforts with teachers working on inclusion to serve the needs of a child or group of children. The teacher could work with the principal to get feedback on planning meetings between the special education and regular education teachers.

The teacher in this option would continue to participate in the PLC feedback utilized in the process for other continuing contract teachers.

Principals will email all teachers that have this option by Labor Day.

Summative Evaluation (Rating) Process

In early May of each school year, the principal/evaluator will use data from the observations, data that has been provided by the teacher, and other data that has been gathered to determine a summative rating in each of the 5 Themes established by the School Corporation. The final summative rating for each of the Core Themes will be based on the 4 scales below:

- **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. In aggregate, a highly effective teacher’s students 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. An 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 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:** 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.

(Scoring levels adapted from State of Indiana RISE Program booklet, State of Indiana, Version 2.0)

Theme Descriptions and Rubrics to Guide the Feedback and Development of Teachers

The following theme descriptions and rubrics have been developed as a way for both teachers and administrators to develop common understandings of the expectations in the New Prairie School Corporation. In using the rubrics, please keep the following points in mind:

- **Conciseness-** Each rubric was designed to provide guidance for the teachers and the administrators to have a general understanding of the expectations for teachers. The language of the rubrics was kept concise in order to make them less complex and easy to understand and interpret. Not every aspect of the Core Expectation Descriptions is included in the rubric, so the teacher and administrator will need to engage in a conversation related to the summative scoring.
- **Skill and effectiveness progression-** The rubric starts on the left with the “ineffective” category and moves toward the “highly effective” descriptions on the right. This progression was purposely designed to reflect the natural progression and teacher might make in their learning. For example, a new teacher might start out in a needs improvement area, but as they grow and learn, they should move to the “effective” or “highly effective” area.
- **Quality and Quantity-** The development of a final summative score should be based on both the quality of the performance and the quantity of the strategies

used by a teacher during the evaluation period. A teacher may not need to complete every subcomponent within a rubric area or theme to earn a specific rating in that area. For example, a teacher may be implementing a highly effective and innovative project where students are reaching out to support the residents of a local nursing facility but not completing other elements in the “highly effective” area on the rubric. The teacher may earn a highly effective score based on the exceptional quality of the nursing facility program.

- The rubrics are not designed to be “all inclusive”- In the collaboration between the teacher and their administrator, they may identify strategies that lead to effectiveness that are not presented in the rubric. They may decide that an effective or highly effective summative rating is merited based on the quality of the strategies or evidence.

Theme Descriptions and Scoring Rubrics

Theme I-Partnership and Collective Accountability Demonstrated through Collaboration (Supported through a combination of PLC team processes and evaluator feedback)

- Contributes to the success of the PLC team
 - Assists in the creation and implementation of PLC team norms
 - Shares strategies and ideas to assist PLC team members in successfully impacting student achievement
 - Treats other PLC team members with respect
 - Fully participates in PLC team conversations by listening, clarifying suggestions, and offering new ideas that positively impact student achievement
 - Helps generate ideas to help PLC team grow in its collaboration and interdependence through constructive feedback and struggles
 - Engages in examination of data in order to understand student learning issues
 - Provides constructive feedback, ideas, and suggestions to help colleagues learn and grow
 - Works collaboratively with peers to reach shared goals
- Treats others as partners in decision-making
- Able to look at issues in a fair and impartial manner
- See as “our students” rather than “my students”
- Peer/Colleagues/Staff
 - Uses interactions that foster positive engagement
 - Peers, colleagues, and staff are treated positively as professionals

Rubric for Theme I-Partnership and Collective Accountability Demonstrated Through Collaboration

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and teacher will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme I-Partnership and Collaborative Accountability Demonstrated Through Collaboration (Supported/Measured through a combination of PLC team processes and evaluator feedback)			
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1
Is actively and consistently engaged as a member of the PLC to proactively plan for and address student learning needs. Leads or co-leads the PLC in following its norms & protocols while sharing ideas for the refinement of the norms & protocols. Positively contributes to meetings by leading others to engage and participate. Actively engages in PLC problem-solving meetings, assisting in developing interventions and strategies to address student learning issues. Leads or co-leads in the development, implementation, and refinement of common assessments. Is seen as one of the leaders in the PLC in the analysis of student achievement data and in the development of PLC goals. Provides collaborative leadership in the development of the PLC goals and aligns their individual or group goals (when appropriate) to the PLC goals. Intentionally shares their professional progress and encourages others to share their progress on their professional growth goals with the PLC.	Is actively and consistently engaged as a member of the PLC. Understands and consistently follows the PLC norms & protocols. Positively contributes to meetings. Actively engages in PLC problem-solving meetings, assisting in developing interventions and strategies to address student learning issues. Assists in the development, implementation, and refinement of common assessments. Is engaged in the analysis of student achievement data and in the development of PLC goals. Aligns their own professional growth goals to the PLC goals (when appropriate). Regularly shares their professional progress and updates the PLC on their own goal progress.	Attends required PLC meetings but does not contribute to the work of the PLC. Is negative or encourages negative behavior at meetings. Allows other PLC members to do all of the work and only engages or participates when other team members call attention to the issue. Behavior or engagement issues need to be regularly addressed by the team leader or administrator.	Does not participate in PLC team activities and processes or undermines these processes. Is a negative force related to the culture of the school and district

Theme II- Professional Responsibilities and Growth (Supported partially through the PLC team process and partially through feedback from the evaluator)

- Engages in professional growth and development
 - Seeks opportunities to grow and learn
 - Utilizes the PLC process to further professional development
 - Sets professional growth goals
 - Assists colleagues in their professional growth
 - Engages in professional reflection, uses reflection to adjust instruction and set professional growth goals
- Maintains professional responsibilities
 - Maintains regular and consistent attendance
 - Arrives at work on-time, provides required student supervision
 - Exhibits respect for district leadership, colleagues, and other staff members
 - Conducts self in professional and productive manner
 - Exhibits positive and professional demeanor
 - Follows established district policies/procedures

Rubric for Theme II-Professional Responsibilities and Growth

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and teacher will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme II- Professional Responsibilities and Growth (Measured partially through the PLC team process and partially through feedback from the evaluator)				
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Sub category 1-Maintains professional responsibilities				
Follows school and district policies, rules, and guidelines and provides positive direction for peers. Always works within the expectations of the school in supervising students Proactively maintains required records in an accurate manner that is easy for others to understand and interpret. Is a leader in building a positive culture in the school and the district.	Follows school and district policies, rules, and guidelines Works within the expectations of the school in supervising students Maintains required records in an accurate manner Contributes positively to the culture of the school and district Completes required paperwork, plans, responses, etc. to the	Is not consistent in following school and district policies, rules, and guidelines Occasionally works within the expectations of the school in supervising students Maintains minimal records in an accurate manner Does not contribute positively to the culture of the school and district.	Does not follow school and district policies, rules, and guidelines, work within the expectations of the school in supervising students, does not maintain required records in an accurate manner.. Does not attend or disrupt them.	

Completes required paperwork, plans, responses, etc. to the appropriate administrators without being asked.	appropriate administrators	Completes required paperwork, plans, responses, etc. to the appropriate administrators only when reminded.	Does not complete required paperwork, plans, responses, etc. to the appropriate administrators	
Sub category 2-Reflects on teaching and learning practices				
Consistently engages in self-reflection to improve teaching and learning. Seeks multiple sources of reflection and feedback. Actively seeks and uses feedback to improve teaching and learning. Shares the ideas formulated in the reflection process with PLC members & colleagues.	Engages in self-reflection to improve teaching and learning practices. Uses feedback to improve teaching and learning.	Engages in reflection only when required. Tries to justify behaviors when receiving feedback.	Does not engage in reflection or use feedback to improve performance.	
Subcategory 3- Engages in Professional Growth and Development				
Consistently seeks out and participates in professional development that is aligned with PLC goals, school goals, the needs of students, and their own professional development goals. Regularly finds ways to transfer learning from professional development to enhance the teaching and learning in their instructional setting. Consistently shares ideas and strategies they have learned in professional development with PLC team members, colleagues, their administrator, and others who can benefit from their ideas and experiences. When appropriate, provides professional development to their PLC team, colleagues, and others.	Regularly participates in professional development that is aligned with PLC goals, school goals, the needs of students, and their own professional development goals. Is able to use information from professional development to impact teaching and learning in their instructional setting. When appropriate, shares ideas and strategies they have learned in professional development with PLC team members, colleagues, their administrator, and others who can benefit from their ideas and experiences.	Engages in professional growth minimally or in activities not congruent with their needs or the needs of the learners or school. Professional development activities are not aligned with the professional development plan developed collaboratively between the teacher and the administrator.	Does not engage in professional growth or only engages when directed to engage when directed by the administration.	

Theme III Relationships and Learning Environment

- Relationships with students
 - Teachers consistently use interactions that foster positive professional relationships
 - Classroom norms and behaviors are created and consistently modeled by teachers and students
 - Relationship strategies are implemented, monitored and adjusted based on student needs
- Relationships with Families and the Community
 - Interactions and strategies that foster positive relationships are used
 - Proactive and regular communication strategies are utilized
 - Strategies to engage parents in working together to benefit their child/children are used
 - Reaches out to the community to develop mutually beneficial partnerships when appropriate
 - Portrays the school or school district in a favorable position with the community
 - Seeks to provide opportunities for students to positively contribute to the community
- Learning Environment
 - Creates a safe, respectful learning environment where there are high expectations and support for student learning
 - Establishes and enhances a culture for learning, persistence and respect
 - Establishes and refines a physical structure that promotes learning
 - Establishes and maintains expectations for learning environment and behavior management
 - Monitors the classroom environment and makes needed adjustments to maximize learning

Rubric for Theme III-Relationships and Learning Environment

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and teacher will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme III- Relationships and Learning Environment (Measured primarily through feedback from the evaluator)				
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Sub category 1-Relationships with Students				
Teachers consistently use interactions that foster positive engagement Classroom norms and behaviors are collaboratively created and consistently modeled Relationship strategies are constantly monitored and adjusted based on student needs.	Teachers use interactions that foster positive engagement Classroom norms and behaviors are created with student input. Relationship strategies are periodically adjusted based on student needs.	Teachers occasionally use interactions that foster positive engagement Classroom norms and behaviors are mainly generated by the teacher. Relationship strategies are not consistent.	Teachers do not use interactions that foster positive engagement Classroom norms and behaviors are not present or used. Little focus is on developing or maintaining relationships.	
Sub category 2-Relationships with Parents/Families				
Interactions and strategies that foster positive engagement are regularly and extensively used Proactive and regular communication strategies are utilized Parents are seen and treated as partners in the educational process of their children.	Interactions and strategies that foster positive engagement are used Periodic communication strategies are utilized Parents are seen and treated as important in the educational process.	Interactions and strategies that foster positive engagement are used on a limited basis. Regular communication strategies are not used with families. Parents are seen as a possible resource to help teachers.	There are no interactions or strategies used to connect with parents. Parents are viewed as a problem for the teacher.	
Sub category 3-Relationships with the community				
Constantly reaches out to the community to develop mutually beneficial partnerships within the community. Constantly portrays the school or school district in a favorable position with the community. Constantly seeks to provide opportunities for students to positively contribute to the community.	Regularly reaches out to the community to develop mutually beneficial partnerships within the community. Portrays the school or school district in a favorable position with the community. Seeks to provide opportunities for students to positively contribute to the community.	Occasionally reaches out to the community to address needs. Does not consider how the community views the school or district. Occasionally seeks opportunities for students to positively contribute to the community.	Does not communicate with or reach out to the community. Views community as a distraction to the educational process.	
Sub category 4-Learning Environment				
Works in collaboration with learners (when appropriate) to create a safe, respectful learning environment where	Creates a safe, respectful learning environment where there are high	Still working to create the foundations for a respectful learning environment. High	Does not create a respectful learning	

<p>there are high expectations and support for student learning</p> <p>Establishes and continuously enhances a culture for learning, persistence and respect. Share these strategies with other peers and colleagues.</p> <p>Establishes and refines a physical structure that promotes learning</p> <p>Works in collaboration with learners to establish and maintain expectations for learning environment and behavior management</p> <p>Monitors the classroom environment and makes constant adjustments to maximize learning.</p>	<p>expectations and support for student learning</p> <p>Establishes and continuously enhances a culture for learning, persistence and respect</p> <p>Establishes and refines a physical structure that promotes learning</p> <p>Establishes and maintains expectations for learning environment and behavior management</p> <p>Monitors the classroom environment and makes constant adjustments to maximize learning.</p>	<p>expectations for learning are not communicated/shared with students.</p> <p>Has not created a physical structure that promotes learning and has failed to establish foundational expectations for behavior management.</p>	<p>environment or communicate high expectations.</p> <p>Does not have a physical classroom structure to reflect safety or learning standards. No or minimal classroom management expectations are in place.</p>	
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Theme IV Student Centered Instruction

- Learning Targets
 - Plans appropriate learning targets and instruction based on student needs, standards, school and district expectations, formative assessment information, and content knowledge
 - Communicates learning targets and criteria for success to students in “grade appropriate” ways
- Use of Learning Strategies
 - Engages students in processing content during instruction
 - Implements appropriate techniques to engage students in learning
 - Uses questioning techniques that promotes active learner engagement and higher level thinking
 - Provides structure and pacing to maximize student learning
 - Incorporates assessment techniques to inform instruction
 - Manages instructional time to maximize learning
 - Manages the classroom environment and implements effective classroom management strategies
 - Implements strategies and techniques to positively impact student literacy
 - Utilizes appropriate technology techniques and strategies
- Monitoring and Adjusting Instruction
 - Adjusts instruction based on evidence of student learning
 - Instruction includes appropriate pacing, Rtl strategies, & enrichment when needed by learners

- Provides learners with feedback, monitors student learning, checks for their understanding of concepts and content, adjusts learning strategies based on student needs
- Provides needed interventions/remediation/enrich for learners as needed

Rubric for Theme IV-Student-Centered Instruction

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and teacher will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme IV-Student-Centered Instruction (Measured through PLC work and feedback from the evaluator)				
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Sub category 1-Learning Targets				
Plans appropriate learning targets based on established curriculum and input from the PLC. Designs instruction and learning strategies based on student needs, standards and PLC learning goals. Helps to design formative assessments, uses these formative assessments to gather data on student learning. Shares the results of assessments in PLC meetings and contributes to collaborative conversations about how to improve student learning.	Plans appropriate learning targets and instruction based on student needs, standards, school and district expectations, formative assessment, and content knowledge.	Plans lessons with learning targets in mind. Does not engage the students in understanding the learning targets. Does not utilize learning targets to assess student learning or progress.	Does not plan lessons utilizing learning standards or learning targets.	
Sub category 2-Use of Learning Strategies				
Constantly engages students in processing content during instruction. Consistently uses questioning techniques that promotes active learner engagement and higher level thinking. Develops structure and pacing of lessons based on	Engages students in processing content during instruction. Uses questioning techniques that promotes active learner engagement and higher level thinking. Provides proper structure and pacing to	Most of the instruction is teacher directed teaching. Occasionally, some student participation is utilized.	Only teacher-directed teaching is used.	

constant monitoring of student learning and engagement. Actively shares learning strategies with peers and PLC members.	maximize student learning			
Sub category 3-Monitoring and Adjusting Instruction				
Original instruction is developed based on the learning needs of students. Adjustments are made based on diagnosis of learning during instruction. Learning interventions are implemented to assist learners with success. Provides learners with clear and specific feedback. Rechecks learning after new intervention is implemented.	Instruction is adjusted based on evidence of student learning. Provides learners with feedback, monitors student learning, checks for their understanding of concepts and content, adjusts learning strategies based on student needs	Occasional or inconsistent monitoring of student learning is conducted. When learning difficulties occur, concepts are retaught in the same manner as originally presented.	Majority of instruction is teacher or textbook centered. No adjustments are made for student learning needs.	

Theme V-Learning Measures

(Student growth and achievement- Supported partially through PLC team processes and evaluator feedback. **The selection of student learning measures will be completed as a collaborative process between teachers and their administrators.**)

- Identifies learning priorities in collaboration with their PLC, with colleagues, and independently as appropriate.
- Develops common assessments to gather data on student learning in collaboration with their PLC team.
- Reviews and analyzes the results of the implementation of common assessments with their PLC members.
- Works with PLC team to compare local and district assessment results with required state and district testing results
- Generates ideas (both teaching strategies and content revisions) with their PLC and colleagues to help students who did not learn on the first attempt to learn during re-teaching opportunities
- Develops extension and enrichment strategies for those students who demonstrated an understanding of the learning targets on the first common assessment with colleagues and PLC team members.
- Implements required state/district/school corporation tests and assessments
- Works to understand and analyze the results of required state/district/school corporation tests and assessments

Rubric for Theme V-Learning Measures

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and teacher will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme V-Learning Measures (Supported by PLC and administrator feedback)				
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Assumes a leadership role in the PLC and with colleagues to develop/select appropriate learning measures. Students exceed expected growth as illustrated in the assessments. Provides support to other PLC members and colleagues to help them positively impact student growth by using learning measures. Assists PLC members and colleagues generate ideas for new teaching/learning strategies based on the results of assessments and emerging student needs.	Assists in the identification and/or development of learning measures to assess student achievement. Actively implements student learning measures. Students show evidence of appropriate growth. Uses learning measures to make short and long term learning plans and develop tiered support for students.	Implements student learning measures but does not understand how to use them in measuring student achievement.	Does not use learning measures to gauge student learning or assessments do not show evidence of student learning.	

Summative Evaluation Form

At the completion of the school year, the data gathered during the year will be analyzed to develop a summative score for each of the 5 Core Themes. Those summative scores will be entered into a Summative Evaluation Form.

Summative Weighting to Determine an Indiana Teacher Effectiveness Score

The summative information from the Core Themes will be used to determine a final teacher effectiveness score. At the present time, the State of Indiana is still requiring that a teacher effectiveness score be developed for each teacher.

In relation to the Core Themes, the following percentages will be utilized:

Core Theme Area	Percentage or Weight Assigned
Collaboration	15%
Professional Responsibilities-Growth	10%
Relationships and Learning Environment	15%
Student Centered Instruction	40%
Learning Measures	20%

Tabulating the Final Teacher Effectiveness Score

An example of tabulating the results is listed below:

Core Theme Area	Rating (1-4)	Percentage or Weight Assigned	Weighted Rating
Collaboration	4	15%	.6
Professional Responsibilities-Growth	3	10%	.3
Relationships and Learning Environment	3	15%	.45
Student Centered Instruction	3	40%	1.2
Learning Measures	4	20%	.8
Total			3.35

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

1.0-1.74 Ineffective	1.75-2.49 Improvement Necessary	2.5-3.49 Effective	3.5-4.0 Highly Effective
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(Total teacher rating scale from Indiana RISE implementation handbook, State of Indiana, Version 2.0.)

Process to Help Teachers Exhibiting Performance Issues

Teacher Improvement Process-90 Day Improvement Plan

If a teacher is exhibiting performance below expectations (improvement necessary or ineffective), the principal may choose to work that teacher in the Teacher Improvement Process (90 Day Improvement Plan). In the Teacher Improvement Process, the evaluator or principal works with the teacher to develop a growth plan designed to help the teacher's performance move back into the "effective" range in all theme areas.

Criteria that would qualify a teacher for the Teacher Improvement Process could include:

- Concerns related to performance on one or more of the 5 Core Themes that could place the teacher in the "improvement necessary" or "ineffective" range.

- The performance concern or concerns are of a recent or short-term nature
- Through analysis of the areas of concern and the competencies of the teacher, the principal has determined the teacher could improve his/her performance through the implementation of an improvement plan.

Details and Requirements in the Teacher Improvement Process

The Teacher Improvement Process is typically used when a teacher's performance is identified as an "improvement necessary" or "ineffective" in one or more themes within the New Prairie Teacher Growth and Appraisal Process. The identification can be based on a summative rating score or observed on a regular basis through informal observations by the principal in the classroom of the teacher. Once the principal has met with the teacher to inform them of the concern area or areas, and has shared examples that illustrate the concern, the principal works with the teacher to develop an improvement plan designed to improve the performance and alleviate the concern.

- In order to implement an Improvement Plan in the Teacher Improvement Process, the principal would need to present data that shows that the teacher is below expectations in relation to the Core Themes in the New Prairie Teacher Development and Appraisal Process. The teacher being presented with the information would have an opportunity to share data that illustrates their perspective on the assessment of the principal. The principal will need to consider the data presented by the teacher in making a final assessment of the need for the implementation of an Improvement Plan. After considering the teacher's data, the principal will make the final decision of the implementation of the plan.
- An improvement plan could be implemented for a short-term (1 semester) or a long-term basis (1 or more academic years). The duration of the plan would depend on the severity or number of concern areas.
- The Teacher Improvement Process would comply with all of Indiana's employment laws and statutes.