

Attica Consolidated School Corporation

Professional Growth and Assessment Plan

I. PHILOSOPHY

Attica Consolidated Schools are professional learning communities in which everyone teaches and everyone learns. Our professional development program impacts student achievement and creates an atmosphere of excitement, renewal, and mutual respect among administrators, faculty, staff, and students. The content of professional development is meaningful because it is based on both the collective and individual needs of our students and teachers. Faculty members support and encourage fellow teachers' growth in their repertoire of instructional strategies to reach the ever-changing needs of our students and teachers. Our program is ongoing and includes special support for new teachers, provides time for practice of new strategies and techniques, and gives all teachers support through coaching and feedback. We expect to improve in our professional expertise.

II. PURPOSES

This appraisal program uses a positive approach to foster professional growth, as well as to create a continuing focus on improving instruction. The appraisal program promotes self-growth, instructional effectiveness, improvement in overall job performance, and student success.

The purposes of the program are the following:

- A. To improve the quality of teaching/learning leading to desired student outcomes.
- B. To establish a process to ensure continuous and systematic professional improvement.
- C. To delineate clear standards of professional proficiency.
- D. To strive for the continuous improvement of the total school corporation.
- E. To determine employment status.

III. PROCESS

All faculty will participate in individual goal setting annually. These goals are based on the five core propositions of the National Board for Professional Teaching Standards. Personal, professional goals are to be written before the first full day for students each year. The goals are to be discussed by the administrative evaluator and the faculty member before the end of the first two weeks of school each school year. A minimum of one goal, maximum of three goals, should be written. The meeting and exceeding of State Standards is an understood goal for all. The Annual Professional Goal Setting Sheet will be used. [see Appendix]

There are three different strands of participation (involvement) that recognize the needs of teachers as individuals. Beginning teachers and semi-permanent teachers with less than five years of service in the Attica Consolidated School Corporation are required to participate under the procedures for ***Strand 1: Introduction and Orientation***.

All other teachers are required to participate within the procedures established for ***Strand 2: Professional Growth and Assessment***.

In the event that, on the basis of the building principal's assessment, teaching performance has not satisfactorily met criteria, a teacher may be notified through a formal conference and in writing of the specific concerns that result in that teacher's assignment to ***Strand 3: Support and Assistance***.

Each of the strands provides appropriate opportunities and support for continuous growth and development as a professional educator. Each strand is fully explained in the sections on **Professional Improvement Strands**.

Chapter 11 of the Indiana Codes (IC-20-28-11) sets forth the basic requirements for the Attica Consolidated School Corporation plan for professional growth and performance assessment of each certified member of the corporation.

IV. PROFESSIONAL IMPROVEMENT STRANDS

A. Strand 1: Introduction and Orientation

1. Purpose

Provide orientation, training, and support to enable new teachers to acquire knowledge, skills, and attitudes related to the traditions and expectations of the local school community and culture during their first five years.

2. Staff members

- a) Non-permanent (first and second year)
- b) Semi-permanent (third through fifth year)
- c) Teachers with three or more years of teaching experience who are new to the corporation
- d) Temporary (if appropriate)

3. Evaluation Process

- a) Evaluator: Administrator (s)
- b) Instruments: Annual Professional Goal Setting Sheet, Professional Self Reflection Growth Form, Attica Consolidated School Corporation Evaluation Form
- c) Format: As cited in 511 IAC 10-6-1 through 10-6-5 evaluations must be completed on or before Dec. 31 each year. If requested by the teacher or principal, a second evaluation must be completed by March 1 the following year. Formal evaluation reports are due in Superintendent's Office within two weeks of completion and all are due by March 15.
- d) Goal setting: The foundation of a professional growth plan is the selection of one to three worthy goals that are closely tied to district goals and student achievement. Goals may be short term-for one school year; however, teachers may target important areas for growth that may require two or three years to accomplish.
- e) Strategy suggestions: Activities that may support professional development include the following:

Developing new materials	Conducting training	Participating in training
Reading professional materials	Serving in leadership roles	Conducting action research
Creating videotape	Creating portfolio	Completing course work
Collaborating with peers	Evaluating a program	Journaling
Devising new program for parents	Forming business partnership	Visiting other schools
Revising curriculum	Piloting new programs	Trying new teaching methods
Improving communication methods	Using new computer application	Solving problems in small groups
Shadowing another teacher	Engaging in committee work	
- f) Indicators of progress When asking, "How will we know if we're getting anywhere?" Here are suggested ways to assess progress and outcomes:

Time spent or saved	Dollars spent or saved	Samples of student work
Tangible products/products	Quality measures	Quantity measures (test scores)
New programs	Programs discontinued	New insights/meanings
ACSC Evaluation Form	Lesson plans	Communication logs
Videotapes of teaching	Self-evaluation document	Student evaluation of teaching
Colleague/Peer observation		

4. Procedures:

- a) Assistance of a mentor as required by law
- b) Formal and informal observations
- c) Use of prescribed standards and performance criteria

- d) Periodic conferences
- e) Opportunities for professional development
- f) Summative evaluation by Dec. 31 and March 1 if requested by administrator or teacher.

B. Strand 2: Professional Growth and Assessment

1. Purpose

The primary purpose of the Professional Growth Strand is to empower teachers to use the diversity of their talents and interests to improve the quality of instruction. By selecting worthy, meaningful goals and converting them into action plans, teachers will make an even more significant difference in the lives of the students they serve.

2. Staff members included

All teachers unless otherwise designated

3. Professional Growth and Assessment Process

- a) Evaluator(s): Administrator(s)
- b) Instruments: Annual Professional Goal Setting Form, Professional Self-Reflection Growth Form, Attica Consolidated School Corporation Evaluation Form
- c) Format: Options include working independently, with another person (teacher, university professor, administrator, business person, etc.), with a team (grade level, departmental, interdisciplinary, etc.), or with a special task group.
- d) Goal setting: The foundation of a professional growth plan is the selection of one to three worthy goals that are closely tied to district goals and student achievement. Goals may be short term, for one school year; however, teachers may target important areas for growth that may require two or three years to accomplish.

e) Strategy suggestions: Activities that may support professional development include the following:

Developing new materials	Conducting training	Participating in training
Reading professional materials	Serving in leadership roles	Conducting action research
Creating videotape	Creating portfolio	Serving as a mentor
Collaborating with peers	Evaluating a program	Journaling
Devising new program for parents	Forming business partnership	Visiting other schools
Revising curriculum	Piloting new programs	Trying new teaching methods
Improving communication methods	Using new computer application	Solving problems in small groups
Shadowing another teacher	Engaging in committee work	Completing course work

f) Indicators of progress: When asking, “How will we know if we’re getting anywhere?” Here are suggested ways to assess progress and outcomes:

Time spent or saved	Dollars spent or saved	Samples of student work
Tangible products/products	Quality measures	Quantity measures (test scores)
New programs	Programs discontinued	New insights/meanings
ACSC Evaluation Form	Lesson plans	Communication logs
Videotapes of teaching	Self-evaluation document	Student evaluation of teaching
Colleague/Peer observation		

g) Reporting

- Conference with administrator and approved plan within two weeks of the start of school
- Contacts with administrators to support and monitor progress are encouraged during the year
- Attica Consolidated School Corporation Evaluation Form filed according to policy
- Professional Self-Reflection Growth Forms are completed by teacher or team signed by administrator by end of school
- Administrator or teacher may request a conference to evaluate the effectiveness of Professional Growth and Assessment

C. Strand 3: Support and Assistance

1. Staff members included

Any teacher whose performance in the judgment of the administrator has not met minimum requirements established by the district's Teacher Evaluation Form

2. Evaluation process: Phase I

- a) **Purpose:** To identify potential problem areas quickly and to address them in a positive and proactive manner by notifying the teacher, offering support, and evaluating the results. The ultimate goal is to have all teachers working in the professional growth and assessment strand.
- b) **Evaluator:** Administrator(s)
- c) **Instruments:** Support and Assistance Plan: Phase 1 Form, *Support and Assistance* Progress Report: *Phase I* and other materials deemed appropriate.
- d) **Format:** Whenever, in the professional judgment of the administrator, a teacher's performance has not met minimum requirements of the district, the administrator sends written notification to the teacher that the teacher is being moved into **Strand 3: Support and Assistance** and has the right to representation from the Attica Classroom Teachers' Association. The administrator must meet with the teacher and representative (if requested by the teacher). A support plan is written that precisely defines the problem area(s), describes what is needed and the assistance given, provides a time frame for implementation, and a date for review of progress. Periods for review may not exceed ninety days from the date of the conference. The results of that conference are put in writing and copies go to the Superintendent's Office and to the teacher. The goal is to eliminate the causes for concern and to get the teacher back into **Strand 2: Professional Growth and Assessment** as soon as possible.

3. Evaluation Process: Intensive Assistance Phase II

- a) **Purpose** To protect the rights of the individual teacher from unfair labor practices and to protect students from having a teacher who fails to demonstrate standards of practice acceptable to the school community.
- b) **Evaluator** Administrator(s)
- c) **Instruments** Effective Teacher Standards and Criteria, Intensive Assistance Plan: Phase II Form, and other materials deemed appropriate
- d) **Format** IC 20-28--7 *Cancellation of Teacher Contracts*

In the event that under procedures defined in Strand 3: Phase I satisfactory progress was not achieved within the time provided, the process moves to a more formal level because it may become necessary to recommend non-renewal of the teacher's contract. It is essential that the superintendent be made aware of the details and potential disposition of the problem. The administrator is required to notify the teacher that he/she has a right to representation from the Attica Classroom Teachers' Association. Another support plan is written that once again specifically identifies areas of concern, sets clear expectations for performance and criteria by which to measure progress, and provides time to demonstrate adequate improvement and any appropriate assistance. If non-renewal is being recommended, the teacher is notified in writing by March 31.

V. ADMINISTRATIVE EVALUATION PROCEDURES

Appraisal, written summative evaluation, of all teachers in Strand 1 shall occur at least one time before December 31 and if requested one time before March 1 of each school year. Building administrators may appraise permanent teachers at the administrator's discretion or when the permanent teacher requests an appraisal, but no less than once every three years.

The appraisal forms and procedures shall be discussed with teachers before an official appraisal may occur. Building administrators are encouraged to discuss the appraisal forms, either at the teachers' workshop on the first day of school or at a teachers' meeting within the first two weeks after school is in session. The building administrator may wish to enumerate those items on the forms that he/she considers to be most important. Teachers may individually seek a meeting with the administrator for the purpose of clarification of any item on the appraisal instruments.

Building administrators may visit classrooms whenever they wish or upon a request by a classroom teacher. An official appraisal will be preceded by a minimum of three observations of the faculty member.

After an official appraisal, a conference between the administrator and the teacher shall occur within ten (10) school days. The purpose of the conference is to discuss the outcomes of the appraisal. Both teacher and administrator must sign and date the Attica Consolidated School Corporation Evaluation Form. This form then becomes a permanent part of the teacher's file in the Superintendent's Office.

Teachers or administrators who may object to one or more items in the appraisal may respond by attaching an addendum to the form. No material derogatory to a teacher may be placed in the permanent records in the Central Office without the knowledge of both the teacher and the administrator.

Teachers have a right to inspect their personnel file in the Superintendent's Office and may request copies of all appraisals/evaluations. Teachers may not review their confidential placement credentials or other confidential papers collected during the interview and selection process. The only persons that may inspect a confidential teacher file, other than the teacher, are upper level administrators, school board members, school attorney, and state officials.

VI. EVALUATION CALENDAR

A. Strand 1 teachers (0-5 years):

1. Annual Professional Goal Setting Sheet: conferenced and approved within the first two weeks of the fall semester
2. Attica Consolidated School Corporation Teacher Evaluation Form: completed and conferenced prior to Dec. 31st and if requested by March 1st.
3. Professional Self-Reflection Growth Form completed by the end of the school year

B. Strand 2 teachers:

1. Annual Professional Goal Setting Sheet: conferenced and approved within the first two weeks of the fall semester
2. Attica Consolidated School Corporation Teacher Evaluation Form at discretion of principal or teacher request, a minimum of once every three years.
3. Professional Self-Reflection Growth Form completed by all teachers by end of the school year. In years when a summative evaluation is written, the form(s) will be discussed with an administrator. In years when a formal evaluation is not written, a peer may review the self-reflection; a conference with the evaluator is not required and the form should remain in the teacher's file at the building level office.

VII. TEACHING APPRAISAL PROCESS REVIEWS

The formative and summative appraisal process will be reviewed regularly.

Annual Professional Goal Setting Sheet

Teacher _____ Date _____

Teachers are to formulate a minimum of one professional goal each year. Goals should be directly related to the five core propositions of the National Board for Professional Teaching Standards. Goals may be individualized or developed as a team. A goal may take more than one year to accomplish.

Goal: What needs to be accomplished?

Rationale: How does this goal foster instructional improvement?

Plan: What steps will be taken to accomplish this goal?

Evaluation: How will progress toward the goal be measured or determined?

Goal: What needs to be accomplished?

Rationale: How does this goal foster instructional improvement?

Plan: What steps will be taken to accomplish this goal?

Evaluation: How will progress toward the goal be measured or determined?

Professional Self-Reflection Growth Form

For the following questions please provide a written reflection based on your professional goal(s) for the year and your classroom experience. These will be discussed at your summative evaluation conference and attached to your summative evaluation form.

Return this completed form to your evaluator on _____.

Name _____

1. *Leading curricular Change* I know the subjects I teach and how to teach my students effectively.

- I am knowledgeable of subject area standards and implement best practices in the following ways:

2. *Implementing Instructional Effectiveness* I am committed to students and their learning.

- I have used a variety of teaching strategies and assessments to ensure that I am addressing different learning styles such as the following:

I have used the following methods or activities to incorporate technology into my classroom activities:

3. *Managing Classroom Learning* I am responsible for managing and monitoring student learning.

- I maintain consistent classroom discipline, show evidence of lesson planning, monitor student time on task, and use a variety of resources in the following ways:

4. *Building Learning Networks* **I am a member of the continuous learning community.**
- I continue my life long learning through membership in professional organizations, attendance at clinics, workshops, and seminars, and active participation during inservice opportunities in the following manner:

Describe any agencies with which you have partnered to provide experiences for your students.

5. *Practicing Reflective Assessment* **I think systematically about my practice and learn from my experience.**
- I consistently re-evaluate lessons, reflect on what did and did not work, and exchange ideas and experiences with colleagues. I am then able to restructure my instruction in the following ways:

6. My professional/instructional goals for the next year are:

Attica Consolidated School Corporation
**TEACHER SELF EVALUATION TO SUPPLEMENT
TEACHER EVALUATION FORM**

Revised Spring 2009

Teacher _____ Date _____

School _____ Grade or Subject Area _____

EFFECTIVE TEACHING STANDARDS AND CRITERIA

The five core propositions of the National Board for Professional Teaching Standards define knowledge, skills, abilities, and commitments that teachers are expected to demonstrate. Practices that demonstrate attainment of those five propositions lead to increased opportunities for student learning.

Teachers of the Attica Consolidated School Corporation are expected to be competent in all areas of the core propositions. If you would like to provide a self evaluation on one or all of them, please note it on this form and bring to the evaluation conference.

A. Teachers know the subjects they teach and how to teach those subjects to students.

The act of teaching is the most critical element to increasing student academic achievement. The teaching act directly influences student learning.

Self Evaluation

B. Teachers are committed to students and their learning.

Effective teachers are dedicated to making knowledge accessible to all students. They believe all students can learn and act on that belief with fair procedures and practices that recognize the individual differences of students.

Self Evaluation

C. Teachers are responsible for managing and monitoring student learning.

The climate of the classroom sets the stage for effective instruction. Effective teachers provide instructional settings that sustain the interest of their students. Research indicates that the most effective classroom is student-centered, closely guided, and monitored by a teacher in a structured setting.

Self Evaluation

D. Teachers are members of learning communities.

Teachers, as members of the educational profession, understand that their lives are directly linked with the organizations to which they belong, and for which they work. Teachers work collaboratively with other professionals on instructional policy, curriculum development and staff development. In order for teachers to be effective in the classroom and to provide for student achievement, they must recognize their responsibilities to the students, to the School Corporation, to the school personnel, to the community, to the parents, and to the educational profession.

Self Evaluation

E. Teachers think systematically about their practice and learn from experience.

According to the NBPTS accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

Self Evaluation

Attica Consolidated School Corporation
TEACHER EVALUATION FORM
Revised Spring 2009

Teacher _____

Times & Dates of Visitations

School _____

Times & Dates of Visitations

Grade or Subject Area _____

Times & Dates of Visitation

Brief description of activities observed:

EFFECTIVE TEACHING STANDARDS AND CRITERIA

The five core propositions of the National Board for Professional Teaching Standards define knowledge, skills, abilities, and commitments that teachers are expected to demonstrate. Practices that demonstrate attainment of those five propositions lead to increased opportunities for student learning.

Teachers of the Attica Consolidated School Corporation are expected to be competent in all areas of the core propositions.

- A. Teachers know the subjects they teach and how to teach those subjects to students.**
- B. Teachers are committed to students and their learning.**
- C. Teachers are responsible for managing and monitoring student learning.**
- D. Teachers are members of learning Communities.**
- E. Teachers think systematically about their practice and learn from experience.**

A. Teachers know the subjects they teach and how to teach those subjects to students.

The act of teaching is the most critical element to increasing student academic achievement. The teaching act directly influences student learning. The teacher:

Meets Criteria	Needs Improvement	Does Not Meet	NA or Not Observed	Criteria
				Is knowledgeable of subject area standards.
				Implements best practices and current school focus in teaching.
				Utilizes differentiated instruction to enhance learning.
				Is achievement oriented.
				Uses a variety of methods, techniques, and strategies in lesson preparation and delivery.
				Presents lessons that are logically sequenced and utilize appropriate closure.
				Uses appropriate strategies for motivation, reinforcement, retention, and transfer;
				Expresses high expectations for student performance and achievement;
				Moves to independent practice after successful guided-practice experiences;
				Appropriately integrates technology.
				Actively engage students in the learning process.

Administrator Evaluation <hr/> <hr/> <hr/> <hr/> <hr/>

B. Teachers are committed to students and their learning.

Effective teachers are dedicated to making knowledge accessible to all students. They believe all students can learn and act on that belief with fair procedures and practices that recognize the individual differences of students. A teacher reflects his/her commitment when he/she does the following:

Meets Criteria	Needs Improvement	Does Not Meet	NA or Not Observed	Criteria
				Takes extra time to help students.
				Has a positive attitude toward students, shares enthusiasm and encouragement.
				Gives positive feedback.
				Helps students during seatwork time.
				Communicates with parents through conferences, notes, email, and telephone.
				Encourages pupil initiative, creativity, and participation.
				Encourages critical and reflective thinking.
				Informs students of instructional goals and objectives.
				Modifies teaching techniques as students' needs demand

Administrator Evaluation

B.

C. Teachers are responsible for managing and monitoring student learning.

The climate of the classroom sets the stage for effective instruction. Effective teachers provide instructional settings that sustain the interest of their students. Research indicates that the most effective classroom is student-centered, closely guided, and monitored by a teacher in a structured setting. The proper classroom climate will be established when the teacher:

Meets Criteria	Needs Improvement	Does Not Meet	NA or Not Observed	Criteria
				Provides a classroom environment conducive to learning
				Provides a classroom environment where all students feel free to be a part of the class
				Has clearly defined behavior expectations that are consistent
				Recognizes and reinforces appropriate student behavior
				Clearly monitors the entire classroom assuring student time-on-task
				Maintains accurate and understandable records
				Disciplines students with dignity
				Maintains a physical environment which is both safe and appropriate for the instructional program involved
				Establishes standard procedure for routine tasks
				Instructs students in test taking strategies
				Assesses student performance in a variety of ways.
				Uses a variety of procedures to check frequently for understanding;
				Monitors and provides immediate feedback to students;
				Designs and/or utilizes educationally sound procedures for formal student evaluation;
				Communicate student progress to parents on an ongoing basis; Keeps student management system updated on a regular basis
				Use evaluation results to make decisions regarding future instruction

Administrator Evaluation

D. Teaches are members of learning communities.

Teachers, as members of the educational profession, understand that their lives are directly linked with the organizations to which they belong, and for which they work. Teachers work collaboratively with other professionals on instructional policy, curriculum development and staff development. In order for teachers to be effective in the classroom and to provide for student achievement, they must recognize their responsibilities to the students, to the School Corporation, to the school personnel, to the community, to the parents, and to the educational profession. These responsibilities are exhibited when the teacher does the following:

Meets Criteria	Needs Improvement	Does Not Meet	NA or Not Observed	Criteria
				Demonstrates behavior which is consistent with state law, School Board policy, corporation and building procedures and regulations, and Teacher Master Contract.
				Demonstrates a positive attitude and refrains from non-constructive discussions or criticisms of students, parents, school personnel and the school corporation in general.
				Shares information, skills, and techniques with colleagues.
				Provides a positive image for students.
				Uses technology to access local, state and global learning networks.
				Assumes responsibilities outside the classroom as they relate to school activities.
				Communicates professionally with students, staff, and parents.
				Continues life-long learning through membership in professional organizations, attendance at clinics, workshops, and seminars, and active participation during inservice opportunities.
				Observes a variety of teaching models.

Administrator Evaluation <hr/> <hr/> <hr/> <hr/> <hr/>

E. Teachers think systematically about their practice and learn from experience.

According to the NBPTS accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories. The teacher demonstrates competence when he/she does the following:

Meets Criteria	Needs Improvement	Does Not Meet	NA or Not Observed	Criteria
				Consistently re-evaluates lessons
				Reflects on what did and did not work
				Exchanges ideas and experiences with colleagues
				Utilizes available resources
				Tries new strategies
				Provides suitable and adequate plans for substitute teachers
				Shows evidence of lesson planning

Administrator Evaluation

Additional Comments:

A conference occurred between the teacher and the administrator on (date) _____ concerning this evaluation. The signature below does not mean agreement with the evaluator, but that the conference did occur. A teacher may file a written addendum, within thirty (30) days, which will be attached to this evaluation form.

A copy of this evaluation is to be forwarded to the Superintendent's Office and given to the teacher. The evaluation form is to be a constructive device and not for purposes of intimidation.

Teacher

Date

Administrator

Date

Attica Consolidated School Corporation
Strand 3: Support and Assistance
PROGRESS REPORT: *Phase I*

Teacher's Comments:

Administrator's Comments:

After review of the implementation of this plan, the principal recommends:

- _____ 1. Remove from *Support and Assistance*.
- _____ 2. Remain in this strand.
- _____ 3. Place in *Intensive Assistance: Phase II*

Teacher's Signature

Administrator's Signature

Date

Date

4. Comments

Teacher

Administrator

Attica Consolidated School Corporation
Progress Report and Recommendation: Phase II

Recommendation:

- _____ 1. Return to Strand II: *Professional Growth and Assistance*
- _____ 2. Return to Strand I: *Introduction and Orientation*
- _____ 3. Return to *Support & Assistance: Phase I*
- _____ 4. Remain in *Support & Assistance: Phase II*
- _____ 5. Recommend for non-renewal of contract

Teacher's Signature

Administrator's Signature

Date

Date