



# **TEACHER HANDBOOK**

**2017-2018**

**Patrick Mapes  
Superintendent**

**Chris Sampson  
Associate Superintendent**

Perry Township Schools  
6548 Orinoco Avenue  
Indianapolis, IN 46227

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*Please note: The Salary and Fringe Benefit handbooks may be found on the township’s website at [www.perryschools.org](http://www.perryschools.org). To access the handbook, use your employee number and last four digits of your social security number.*

## ARTICLE I

### ASSOCIATION RIGHTS AND RESPONSIBILITIES

#### Section 1 – Membership:

Any teacher who is a member of the Association and who is working under a valid regular teacher's contract may sign and deliver to the Business Office of the school corporation, through the Association's Membership Chairperson or President's designee, a form acceptable to the Board and the Association, authorizing deductions of membership dues in the Association. Such authorization shall continue in effect each year unless revoked in writing to the Board and Association **by July 1 each year.**

Pursuant to such authorization, the Board shall deduct such dues in as equal installments as practical, but not before the second pay in October, beginning within twenty-one (21) days after receipt of the authorization and concluding with the last scheduled check in the teacher's current contract. For those teachers on a continuing membership, the current year deductions shall begin with the second pay in October.

#### Section 2 – Activities:

The Association will continue to be provided time, space, and the use of tables and chairs during the new teacher orientation day to meet with the new teachers for the purpose of membership enrollment.

#### Section 3 – Association Release:

Association officers released for the purpose of conducting Association business shall sign out of the building after making arrangements with the building principal or his/her designee for classroom coverage if needed.

- A. The Association President will receive two (2) periods each day to work on Association business.
- B. The Hoosier School Benefit Trust representative will receive one (1) period each day to work on Association business.
- C. A total of twenty-five (25) release days will be available for all additional association officers. Release days may be used in half-day or in full-day increments.

#### Section 4 – Communications:

- A. The Association shall have reasonable bulletin board space in the faculty lounge for its exclusive use in each school. The Association's sponsorship shall appear on all materials posted by the Association.
- B. Association announcements may be made on the school's intercom with approval of the building principal or his/her designee. These intercom announcements will be made by the principal or persons

designated by him/her. The building principal or his/her designee will determine when the announcements are to be made.

- C. The Association is permitted access to teachers' mailboxes in which to insert material; the Association's sponsorship shall appear on all print materials which are distributed through teachers' mailboxes. The Association is also permitted access to the township's electronic mail system, which may be used by the Association President or his/her designees to transmit electronic mail to teachers' mailboxes.
- D. The Association shall be permitted to use the inter-school mail system provided that the school corporation shall have no obligation to make special arrangements, incur extra expenses, or devote time beyond that required inter-school mailing normally and routinely instituted by the school corporation.

#### Section 5 – Building Use:

The Association shall be able to use school buildings when arrangements for such use are made with the advance approval of the principal and other appropriate personnel. Any added costs over and above the normal operational costs of the building, such as custodial costs, will be borne by the Association. No charge will be made for the Association's use of schoolrooms immediately before the beginning of the teacher day or immediately following the end of the teacher day.

#### Section 6 – Equipment Use:

The Association's officers and building representatives shall have reasonable use of building equipment.

## **ARTICLE II**

### **TEACHING DAYS AND HOURS**

#### Section 1 – School Year:

The teaching contract year shall consist of one hundred eighty-three (183) days for all Perry Township Schools as identified by the adopted calendar.

#### Section 2 – School Day:

- A. The length of the regular school day is seven (7) hours and forty-five (45) minutes, unless there is an identified situation that would require extended supervision of students, or is extended due to professional responsibilities, as reasonably identified by the building principal.
- B. The teacher day may be adjusted according to a Superintendent directive and/or School Board approval, due to the make-up of required instructional days.
- C. According to statutory requirements, each teacher shall have one (1) thirty (30) minute duty-free period between the hours of 10:00 a.m. and 2:00 p.m. This time will be designated by the building principal

and may be either the lunch period or another designated period. Teachers may leave the building during the assigned duty-free period, as defined above, by signing out prior to departure and signing in upon return. The building principal is responsible for developing a simple, convenient procedure to ensure that the thirty (30) minute duty-free time is maintained.

Section 3 – Flexible Work Hours for Teachers:

Flexible work hours may be initiated by the administrator(s) in order to meet the instructional needs of students.

**ARTICLE III**

**ABSENCE AND LEAVE POLICY**

Section 1 – Reporting Absence:

A teacher shall report his/her absence in the manner prescribed by the building principal or his/her designee. The teacher, when reporting the absence, shall indicate whether the day of absence is to be recorded as a personal business day, a sick leave day, a family illness day, a professional leave day, a teacher visitation day, a bereavement leave day, or as an Association leave day.

Section 2 – Reporting of Assault and/or Battery:

Whether injured or not, a teacher (or the teacher’s representative) shall, as promptly as the nature of the assault and/or battery allows, report all cases of assault and/or battery connected with his/her employment to the school principal, who shall, in turn, promptly inform the Superintendent in writing, with a copy of the report being given to the teacher affected.

Any threats of criminal or civil action against a teacher arising out of and in the course of the teacher’s employment shall be promptly reported to the school principal, who shall, in turn, inform the Superintendent.

Section 3 – Personal Injury While Employed:

It is the responsibility of the teacher (or the teacher’s representative), using procedures posted in each building and using the proper forms, to **immediately** report any injury while performing duties associated with employment to the building principal or designee. **No personal physicians are allowed under Workers’ Compensation.** One of the following two locations **must** be used:

**Immediate Care Center**  
1001 N. Madison Avenue  
Greenwood, IN 46142  
Phone: 317-888-3508

**St. Francis Occupational Health Center**  
747 E. County Line Road (Suite H)  
Greenwood, IN 46143  
Phone: 783-8009

In the event of an emergency, the teacher should be transported to the nearest emergency room.

Section 4 – Pregnancy Leave:

The school corporation will comply with Indiana Code as it relates to leave of absence for pregnant teachers.

- A. A teacher who is pregnant may continue in active employment as late into the pregnancy as she desires, if she is able to fulfill the requirements of her position.
- B. A teacher who is pregnant may use available sick leave days for any medically-related absences during the pregnancy.
- C. A teacher who is pregnant is entitled to a leave of absence any time between the commencement of her pregnancy and the birth of the child. Such leave, except in the case of medical necessity, will be uncompensated leave. Such request should be made at least thirty (30) days before the date on which she desires to start her leave and should include the length of the leave. In case of a medical emergency caused by pregnancy, the teacher shall be granted a leave, as otherwise provided in this handbook, immediately upon her request and certification of the emergency from an attending physician.
- D. The teacher granted such a leave will be returned to the same assignment or one which is comparable and equal in benefits as determined by the administration.
- E. A teacher on pregnancy leave, upon the birth of the child, is entitled to maternity leave and maternity benefit as outlined in this Handbook.

Section 5 – Maternity Benefit and Maternity Leave:

Maternity benefit and maternity leave will be defined as follows:

- A. Upon the birth of a child, the mother who is a teacher shall be granted ten (10) consecutive contractually paid days of **maternity benefit**. These days will not be charged against the teacher's available sick leave and shall commence on the first contractual day following the birth of the child.
- B. **Maternity leave** utilizes the teacher's available sick leave days. **Maternity leave** may not extend beyond eight (8) weeks following the day after the birth of the child. During maternity leave, a teacher may use up to six (6) weeks of available sick leave days in addition to maternity benefit. If the teacher has fewer than thirty (30) available sick leave days, the teacher may choose to take the remainder of the 8-week period as an unpaid leave.

- C. If the teacher is medically disabled, as verified by a physician's statement, beyond the provisions cited in this Agreement, the teacher may use more of her available sick leave days to cover the time period of the disability.
- D. Uncompensated leave may continue for up to one (1) year following the birth of the child. The teacher granted such a leave shall have the right to maintain, at her sole expense (paying the full premium), all insurance benefits in which she was enrolled at the time of the request.\* A teacher on uncompensated leave is required to return within one (1) year following the birth of the child. The return date may be adjusted beyond the child's first birthday to the first day of the next grading period.

\*(Note: If a teacher qualifies for FMLA, the district will maintain its financial contribution to insurance benefits during the 12-week FMLA period.)

#### Section 6 – Paternity Benefit and Paternity Leave:

Paternity benefit and paternity leave will be defined as follows:

- A. Upon the birth of a child, the father who is a teacher shall be granted ten (10) consecutive contractually paid days of **paternity benefit**. These days will not be charged against the teacher's available sick leave and shall commence on the first contractual day following the birth of the child.
- B. Uncompensated leave may continue for up to one (1) year following the birth of the child. The teacher granted such a leave shall have the right to maintain, at his sole expense (paying the full premium), all insurance benefits in which he was enrolled at the time of the request.\* A teacher on uncompensated leave is required to return within one (1) year following the birth of the child. The return date may be adjusted beyond the child's first birthday to the first day of the next grading period.

\*(Note: If a teacher qualifies for FMLA, the district will maintain its financial contribution to insurance benefits during the 12-week FMLA period.)

#### Section 7 – Adoption Benefit and Adoption Leave:

Adoption benefit and adoption leave will be defined as follows:

- A. Upon the placement of a child, the parent(s) who is a teacher shall be granted ten (10) consecutive contractually paid days of **adoption benefit**. These days will not be charged against the teacher's available sick leave and shall commence on the first contractual day following the placement of the child.
- B. **Adoption leave** utilizes the teacher's available sick leave days. **Adoption leave** may not extend beyond eight (8) weeks following the placement of the child. During adoption leave, a teacher may use up to six (6) weeks of available sick leave days in addition to adoption benefit. If the teacher has fewer than



thirty (30) available sick leave days, the teacher may choose to take the remainder of the 8-week period as an unpaid leave.

If both parents of the adopted child are Bargaining Unit members, both parents shall use the adoption benefit. However, only one parent may use the adoption leave.

- C. Uncompensated leave may continue for up to one (1) year following the placement of the child. The teacher granted such a leave shall have the right to maintain, at his/her sole expense (paying the full premium), all insurance benefits in which he/she was enrolled at the time of the request.\* A teacher on uncompensated leave is required to return within one (1) year following the placement of the child. The return date may be adjusted beyond one (1) year to the first day of the next grading period.

\*(Note: If a teacher qualifies for FMLA, the district will maintain its financial contribution to insurance benefits during the 12-week FMLA period.)

#### Section 8 – Family and Medical Leave Act of 1993:

In accordance with Federal law, the provisions of the Federal Family and Medical Leave Act (FMLA), 29 CFR, shall be incorporated by reference into this handbook. The operative language implementing the FMLA shall conform to the FMLA and shall not reduce a teacher's entitlement to leave, fringe benefits, or reinstatement provided by the Agreement or by the FMLA. The first twelve (12) weeks of any qualifying leave will be recorded as FMLA leave provided the teacher has FMLA leave remaining to cover this time period. For FMLA purposes, the rolling year method shall be used to determine eligibility for FMLA. *A "rolling" 12 month period measured backward- 12 month period measured backward from the date an employee uses any FMLA leave. Under the "rolling" 12-month period, each time an employee takes FMLA leave, the remaining leave entitlement would be the balance of the 12 weeks which has not been used during the immediately preceding 12 months.*

#### Section 9 – Attendance and Membership in Conferences of Local, State, and National Organizations:

- A. The Board of Education will reimburse a teacher for mileage at the rate set by the IRS and approved by the Board of Education for professional travel if the teacher has received prior approval. A teacher may be reimbursed for mileage or lowest available airfare, whichever is less, for conferences approved by the Superintendent.
- B. Requests for permission to attend professional meetings must be made on Leave Request Form (Appendix B) and must be filed and approved at least one (1) week prior to the meeting. Any exceptions must be approved by the Superintendent or his/her designee. If the professional leave is beyond 75 miles, the Professional Travel form must be completed and approved by the Board of Education prior to the professional leave meeting.

Section 10 – Leave of Absence without Compensation to Do Advanced Study:

A teacher who has at least five (5) years of experience in Perry Township and is currently rated as Highly Effective or Effective may be granted a leave without compensation to do advanced study. This leave will be governed by the following policies:

- A. Such a leave will be given only if satisfactory arrangements can be made to replace the individual being granted the leave.
- B. No more than five (5) persons shall be granted this leave in any one (1) school year.
- C. All insurance benefits now paid to teachers will be paid during the year of leave.
- D. Upon return following the leave of absence for advanced study, the teacher shall be placed at the same conditions of employment, including FTE status and salary rate upon date of leave.
- E. Upon completion of the leave, the teacher will be assigned to a position of comparable nature, status, and salary and benefits as determined by the administration.
- F. There will be commitment by the teacher taking the leave to return to Perry Township Schools for at least one (1) year.
- G. The formal written request for leave must be in the office of the Superintendent by January 1 of the school year preceding the leave.

Section 11 – Uncompensated Leave:

A teacher who is rated as either highly effective or effective may apply for uncompensated leave, not to exceed one year, for the purpose of:

- A. Personal illness
- B. Caring for members of the immediate family who are ill which includes children, spouse, or parent
- C. Serving in public office
- D. Participation in professional growth activities other than being employed by another educational institution

A formal written request must be submitted to the Director of Human Resources no later than April 1 preceding the school year in which the leave will be taken. In the case of an emergency, an exception to this April 1 deadline may be requested in writing to the Superintendent.

Section 12 - Extended Non-Contractual Days: Extended Non-Contractual Days are paid at the per diem daily rate. These days are approved on a claim form by the building Principal or Program Supervisor. Non-Contractual Days include the following groups:

- Academy Guidance Counselors- up to 7 additional days
- Middle School Guidance Counselors – up to 7 additional days
- High School Guidance Counselors- up to 12 additional days
- High School Alternative Program Lead Teacher – up to 10 additional days
- High School Assistant Athletic Directors – up to 20 additional days
- Psych Supervisor- up to 15 additional days
- School Psychologist- up to 10 additional
- Social Workers- up to 5 additional days
- Speech/Language Supervisor- up to 5 days
- Special Education Coordinator-(3) up to 15 days
- EL Supervisor- up to 27 additional days
- Tech Advisor- up to 25 additional days
- ESY Teacher- TBD days as approved through the Special Education Director

Section 13- Extended Contracts for Media Specialists:

- A. A ten-day (10) extended contract shall be paid as part of the media specialist’s regular contract rather than on a claim form.
- B. Extended contract days may begin July 1 for the upcoming school year and must be completed by June 30 for the prior school year.
- C. Extended contract days may be worked in either full-day or half-day increments; however, half-day increments may not be combined with summer school.

Section 14- Master’s Degree Supplemental Pay (Note: See Appendix E)

- A. The law now allows districts to provide supplemental pay for teachers that have been awarded a Master’s degree in their content area from an accredited educational institution after Sept. 2014 and also are teaching in the content area. The supplemental pay according to statute is not negotiable but discussable. ( I.C. 20-28-9-1.5 a)
- B. A teacher that intends to qualify for the Master’s degree supplemental pay will present evidence of a completed Master’s degree to the building principal. The building principal will consult with the Assistant Superintendent to determine if the degree meets statutory requirements.
- C. Beginning July1, 2016, qualifying teachers will receive supplemental pay in the amount of \$5000 annually for obtaining a Master’s degree in their content area and also teaching in that content area for Perry Township Schools. If a teacher is involuntarily removed from a content area in which they currently are receiving Master’s degree supplemental pay, the supplemental pay will continue to be paid.

- D. Current Master’s degree teachers who obtain a second Master’s degree in a content area will also qualify for the supplemental pay.
- E. The supplemental pay will be paid out in 26 pays or equal amounts according to the payroll calendar.

## ARTICLE IV

### ASSESSMENT OF BARGAINING UNIT MEMBERS

Members of the bargaining unit will be assessed using the TAP/NIET Evaluation Tool Rubric. (Note: See Appendix E)

Note: An alternate evaluation tool will be used to evaluate the following non-administrative certificated personnel:

1. Counselors
2. School Services Professionals (Occupational Therapists, Physical Therapists, School Psychologists, Speech Clinicians, and Teachers in Supervisory Positions)
3. School Social Workers
4. Staff Developers
5. Media Specialists- Secondary level

## ARTICLE V

### PROFESSIONAL EXPECTATIONS

**Professional behavior expectations for teachers extend beyond the walls of the classrooms and school facilities. It encompasses any environment in which the teacher influences, such as the community and social media environments.**

#### Section 1 – Social Media Guidelines

The Perry Township websites are still the primary means for sharing school-related information and news.

- A. As an extension to the classroom, teachers are encouraged to use internal resources such as Canvas social learning environment, Google Classroom, etc. rather than external social network sites. Canvas offers protection to students, staff and the district and provides a recorded history.
- B. Principals will approve social networking sites that are linked off each school’s main website with consideration given to the purpose of the page.

- C. Perry Township Schools Communications Coordinator must have log in access to all social networking sites that are linked to school sites.
- D. Urgent parent communication will not be posted on the school social network sites. Urgent parent communication items will be discussed with central office and distributed through standard means.
- E. Social networking serves to reach the community. Items posted to these sites are subject to the same guidelines as school newsletters.

### Section 2 – Staff Dress and Grooming Guidelines

The School Board delegates to the Superintendent the function of designing and implementing administrative guidelines that are consistent with the policies adopted by the Board. Staff dress and grooming is a direct reflection on the professional standards that are established in Perry Township Schools. As people in the education profession, the commitment to excellence should be reflective in our appearance. The visibility of our staff to students, other staff members and the public emphasizes the expectation to be well-dressed and well-groomed.

Staff members assigned to Corporation duty are expected to:

- A. Be physically clean, neat, and well groomed.
- B. Dress in a manner that reflects their position and setting in the district.
- C. Cover tattoos that are offensive, large, or excessive in number.
- D. Cover or remove any visible body piercings with the exception of pierced ears. Clear or flesh spacers are allowed to fill piercings.
- E. Be groomed in such a way that their dress and/or hair does not disrupt the educational process or cause a health safety hazard.

### Section 3 – Reporting Neglect and Abuse

**All employees shall immediately report suspected child abuse or neglect to the Department of Child Services (DCS) or local law enforcement. If you have reason to believe that a child is a victim of child abuse or neglect, you must immediately make a report to DCS. Ideally, this report would be made in the presence of your building-level administrator or designee. Thus, you will immediately notify the front office that you will be making a report to obtain coverage for your classroom. However, if a building-level administrator or designee is not immediately available to join in reporting, you shall immediately make the report to DCS and then immediately after notify your building-level administrator or designee that the report was made.**

**“Reason to believe” should be interpreted broadly and liberally; when in doubt, make a report.**

**Employees shall immediately telephone the Indiana Department of Child Services (800-800-5556) and provide the requested information, if known. If DCS cannot be reached, local law enforcement shall be contacted immediately.**

**Please contact your immediate supervisor if you have questions regarding any of the above.**

## **ARTICLE VI**

### **DUE PROCESS**

#### **Section 1 – Reprimand or Warning:**

In the case of a written reprimand or disciplinary conference required with the principal or the principal's designee, a teacher shall be notified in a timely fashion of the deficiency, allegation, or incident. The teacher may request to be accompanied **by a representative of his/her choice**. The teacher's representative will be granted the opportunity to opt for a caucus with the teacher during the meeting if the representative deems a caucus to be necessary. If at all possible, **the meeting shall occur during the school week in which the teacher is notified of the meeting.**

#### **Section 2 – Assistance Plan:**

During **any point** in the school year, the building principal may place a teacher on an Assistance Plan in order to support the teacher in his/her continued instructional effectiveness. (Appendix G)

- A. The building principal will meet with the teacher, and an assistance plan will be created in which areas of refinement will be identified by the principal.
- B. The length of the initial plan will not be more than 90 school days.
- C. Specific support and progress review dates will be identified.
- D. The plan may be discontinued based on continual improvement noted.
- E. The plan may be revised and thus extended for an identified time period based on evidence obtained through the progress-monitoring process as determined by the building principal.

#### **Section 3 – Remediation Plan:**

**As identified through the Summative Evaluation process**, a teacher rated as Improvement Necessary or Ineffective will be placed on a Remediation Plan. The Remediation Plan will begin at the start of the next school year. The administrator will inform the appropriate Assistant Superintendent, the Director of Human

Resources, and the PEA President in writing of his/her intention to place a teacher on the Remediation Plan (Note: Part of Appendix G)

- A. The building principal will meet with the teacher, and a remediation plan will be created in which areas of refinement will be identified by the principal.
- B. The length of the initial plan will not be more than 90 school days.
- C. Specific support and progress review dates will be identified.
- D. The plan may be discontinued based on continual improvement noted.
- E. The plan may be revised and thus extended for an identified time period or the teacher may be recommended for dismissal based on evidence obtained through the progress-monitoring process.

**A professional deficiency in violation of other areas of IC 20-28-7.5-1 may result in a teacher being placed on a Corrective Action Plan or cancellation of a teacher's contract.**

Section 4 – Corrective Action Plan:

The administrator will inform the appropriate Assistant Superintendent, the Director of Human Resources, and the PEA President in writing of his/her intention to place a teacher on the Corrective Action Plan (Note: See Appendix D)

- A. The administrator will inform the teacher of a meeting to which the teacher may bring a PEA representative or other representative of his/her choice.
- B. The administrator will meet with the teacher to explain the purpose of the Corrective Action Plan and to discuss performance and/or behavioral expectations of the plan.
- C. The administrator will develop a schedule of progress monitoring in which the administrator will meet with the teacher to provide the teacher with recommendations and assistance to aid the teacher in meeting the expectations of the Corrective Action Plan.
- D. The administrator will set the date for review of the Corrective Action Plan. At that time, the administrator will meet with the teacher to determine if the teacher has met the expectations of the Corrective Action Plan.
- E. **If the teacher has not successfully met the expectations of the Corrective Action Plan, the administrator may extend the Corrective Action Plan or the teacher may be recommended for dismissal.**

Section 5 – Grounds for Contract Cancellation or Discontinuance:

A principal may decline to continue a **probationary** (as defined in the glossary) teacher's contract in the following instances:

- A. The teacher receives an ineffective designation on a performance evaluation.
- B. The teacher receives two (2) consecutive improvement necessary ratings on a performance evaluation.
- C. The teacher is subject to a justifiable decrease in the number of teaching position.
- D. Any reason relevant to the school corporation's interest.

The following are reasons for immediate contract cancellation. Perry Township Administration must give one or more of the following reasons for preliminary decision to cancel contract:

- A. Immorality;
- B. Insubordination, which means a willful refusal to obey the state school laws or reasonable rules adopted for the governance of the school building or the school corporation;
- C. Justifiable decrease in the number of teaching positions;
- D. Incompetence, including receiving:
  - (1) An ineffective designation on two (2) consecutive performance evaluations or
  - (2) An ineffective designation or improvement necessary rating in three (3) years of any five (5) year period;

- E. Neglect of duty;
- F. A conviction for an offense listed in IC 20-28-5-8(c); or
- G. Other good or just cause.

**E. During the course of his/her employment with the School Corporation, each employee shall be required to report his/her arrest or the filing of criminal charges against the employee; and conviction of criminal charges to his/her supervisor or the Superintendent within two (2) business days of the occurrence. The Superintendent shall obtain a review of each reported arrest and/or conviction and shall recommend appropriate action to the Board considering the risk to members of the school community presented by the continued employment of the employee. Failure to self-report within two (2) business days may lead to a recommendation of termination for insubordination. (SB Policy 3121)**

Section 6 – Procedure for Contract Cancellation or Discontinuance:

**Delivery:** The principal shall notify the teacher of the principal's preliminary decision.

- A. The notification must be in writing and delivered in person or by registered or certified mail to the teacher's last known address.
- B. The notice must give the reason(s) for the preliminary decision.



- C. **If five (5) days pass after the teacher receives notice of the “Preliminary Decision” and the teacher does not request a Superintendent Conference then the teacher waives his/her right to further due process. The principal’s “Preliminary Decision” is considered final.**

**Superintendent Conference:**

- A. Must be requested by the teacher within five (5) days of receiving the “Preliminary Decision”
- B. Must occur within ten (10) days after the teacher requests it
- C. The teacher may be accompanied by a representative
- D. Following the conference, the superintendent must make a recommendation to the board in writing regarding cancellation of the contract
- E. **If five (5) days pass after the superintendent conference and the teacher does not request an additional private conference with the board, then the teacher waives his/her right to a board conference and the board may only cancel the contract by majority vote at the first public meeting following the superintendent conference.**
- F. This must be evidenced by a signed statement in the board minutes

**Board Conference:**

- A. Must be requested by the teacher within five (5) days of the superintendent conference
- B. If requested, must occur before the board makes a final determination on the teacher’s contract cancellation
- C. If the reason(s) for cancellation are only justifiable decrease, incompetence and/or criminal convictions, the board may only cancel the contract by majority vote at the first public meeting following the board conference.
- D. This must be evidenced by a signed statement in the board minutes.

If the reason(s) for cancellation is immorality, insubordination, neglect of duty, and/or other good or just cause, the board must reach a decision based upon whether the preponderance of the evidence presented at the board conference supports contract cancellation.

- A. The evidence presented by the parties must be exchanged by the parties at least seven (7) days before the board conference, or it cannot be considered by the board.
- B. The board must permit a representative for the school corporation to present evidence supporting contract cancellation
- C. The board must permit the teacher to present evidence refuting the reason(s) for contract cancellation.

- D. The decision must be in writing and occur within thirty (30) days after receiving the teacher’s request for the additional private conference.

## ARTICLE VII

### REDUCTION IN FORCE

#### Section 1 – Reductions:

If, or when, it becomes necessary for the Board to reduce the number of teachers due to economic necessity, declining enrollment, or any other just cause, the Superintendent will notify the PEA President of such action as soon as practicable with the estimated number of teachers affected. The teachers will be notified between the dates of May 1 and July 1.

- **Probationary teacher** – The term **Probationary Teacher** refers to any new teacher hired after July 1, 2012 or to a Professional Teacher who has received one (1) rating of Ineffective. (**Indiana Teacher Classification** - See Indiana Code IC 20-28-6-7.5 and IC 20-28-6-8.)
- **Professional teacher** – The term **Professional Teacher** refers to a Probationary Teacher who has received a rating of Highly Effective or who has received at least an Effective rating for three (3) of five (5) years. (**Indiana Teacher Classification** - See Indiana Code IC 20-28-6-7.5 and IC 20-28-6-8.)
- **Established teacher** – The term **Established Teacher** refers to any teacher already employed as of July 1, 2012. (**Indiana Teacher Classification** - See Indiana Code IC 20-28-6-7.5 and IC 20-28-6-8.)

The following procedure will first be applied only to probationary and professional teachers in the school, facility, program or department (“area”) to be reduced when the area to be reduced has both established teachers and probationary and/or professional teachers assigned to it. If the area being reduced has only established teachers assigned to it, or if all probationary and professional teachers in the area are already subject to reduction and more reductions are needed, the procedure will then be applied to established teachers in the area to be reduced. An established teacher who is licensed in another content area cannot be subject to the reduction in force if the established teacher is able to replace a probationary or professional teacher in that license area.

Teachers will be identified for RIF, with consideration of licensure, using the following protocol in the consecutive order listed:

1<sup>st</sup> Factor: Teacher Rating Category- in the following order: Ineffective, Improvement Necessary, Effective, Highly Effective

2<sup>nd</sup> Factor: The academic needs of students in the school corporation and/or the Leadership Roles

3<sup>rd</sup> Factor: The experience level of the teacher in the corporation

**If a teacher has been on leave for any length of the school year, the overall rating will be based on the most recent evaluation(s) conducted to date, during that school year. If the teacher has been on a yearlong leave, the summative evaluation rating will stand from the previous year.**

Section 2 – Recall:

Teachers, without regard to full time equivalency, shall be recalled in inverse order of release as positions open for which they are properly licensed and qualified. **Any teachers rated as improvement necessary or ineffective will not be eligible for recall.**

**ARTICLE VIII**

**REASSIGNMENT, VACANCY, AND TRANSFER**

Section 1 – Reassignment within the Same Building:

As identified by the building principal, a teacher can be assigned to teach anything for which the teacher is properly licensed and highly qualified. Reasons for reassignment include, but are not limited to, the need to accommodate student enrollment numbers, the need to maximize classroom management or instructional skills, and/or to improve team/grade level/department functioning.

A teacher who desires a change in grade level, a movement between teams, between subject areas, and/or a movement between departments for the following school year shall submit a written request of such desire to the building principal or his/her designee. The decision to move the teacher remains the decision of the building principal. The principal will share the change with affected teachers(s).

Section 2 – Postings:

Vacancies in present or in newly-created teaching positions shall be posted. The Perry Township Schools Human Resources office shall post vacancies on the Perry Township Schools website for a period of at least five (5) days unless waived by the Director of Human Resources, with notification to the PEA President. Principals may choose not to post positions internally within the two (2) weeks prior to the start of the school year. Transfer guidelines- Internal teacher candidates are extended an opportunity to apply for any vacancies for which the teachers qualify. All internal applicants will be given due consideration, and those meeting all qualifications will be granted an interview. The final candidate will be recommended by the administrative team. All interviewed applicants will be notified that the selection process has been concluded.

Section 3 – Involuntary Transfer Guidelines:

Involuntary transfers between buildings will be made based upon instructional needs, financial constraints, enrollment factors and/or other reasons as deemed appropriate by the administrative staff. Teachers may be solicited to volunteer for transfer. The Central Office administration reserves the right to make the final decision.

## **ARTICLE IX**

### **SUMMER SCHOOL/INTERSESSION HIRING GUIDELINES**

Summer school teaching positions and intersession teaching positions will be posted internally. Guidelines for hire will be dependent upon student needs during that instructional period. Central Office administration and building principals will collaborate in the selection of staff.

## **ARTICLE X**

### **REQUEST FOR CHANGE IN TEACHING LOAD**

Teachers requesting an addition or reduction in teaching load may apply as positions become available for which the teacher is licensed and highly qualified. Teachers will be granted an interview and will be considered for employment by the building principal.

## **ARTICLE XI**

### **NON-DISCRIMINATION**

See Perry Township Schools Board Policy 3122 regarding Nondiscrimination and Equal Employment Opportunity.

**The language used in this handbook does not supersede the Negotiated Agreement and is not intended to create, nor is it to be construed to constitute a contract between Perry Township and any one or all of its employees. The procedures described are not terms or conditions of employment and are not intended in any way to be contractual as to employment, employee benefits, or policies.**

**PERRY TOWNSHIP SCHOOLS  
APPLICATION FOR APPROVAL OF PROFESSIONAL TRAVEL**

Name: \_\_\_\_\_ School: \_\_\_\_\_

In compliance with Article IV, Section 15, of the current ratified Agreement between the Board and the Association, I hereby request professional leave as follows:

Name of conference and sponsoring organization: \_\_\_\_\_

Purpose or scope of the meeting: \_\_\_\_\_

Date(s) of meeting: \_\_\_\_\_

Place of Meeting: \_\_\_\_\_

Furthermore, I request that the School Corporation reimburse my expenses for the reasonable costs of this activity. I understand that the cost for this meeting will be paid by me and that reimbursement for the approved cost will be paid to me after the meeting and after I have filed a properly completed claim, Form 523, in the PTEC Business Office. Receipts for travel, lodging, and any other requested documentation verifying actual cost must be presented with the claim.

**\* Travel beyond 75 miles (one-way) requires Board approval prior to the travel.**

**\*\* You must check with your principal to ensure timeliness to meet this board approval requirement.**

Please itemize below what you anticipate to be the reasonable cost of this activity.		
ITEM	Estimated Costs	ACCOUNT NUMBER <small>(Account number(s) for each category must be supplied by the Principal or administrator of the fund)</small>
Registration Fee(s)		
Travel		
Lodging		
Meals: \$60 per diem per day. This does <i>not</i> apply if conference provides meals.	_____ Breakfast(s) @ \$15 = _____ _____ Lunch(s) @ \$15 = _____ _____ Dinner(s) @ \$30 = _____ TOTAL = _____	
Other <u>Parking</u>		
<b>Total Estimated Cost</b>		

The itemized list of anticipated costs must be submitted at the time of application for professional travel. The principal will indicate at the time of approval the level of funding to be approved.

\_\_\_\_\_ Date of Request: \_\_\_\_\_

Signature of employee

The employee is to submit this application to the building principal after completion.

<b>FOR PRINCIPAL / ADMINISTRATOR USE ONLY</b>	
<small>The principal is to route this form to the Assistant Superintendent after completing this section.</small>	
Request Approved      _____ Yes      No	Substitute Teacher _____ (account number)
Maximum Amount Approved \$ _____	Signature of Principal _____ Date: _____

<b>FOR BUSINESS OFFICE USE ONLY</b>	<b>APPLICATION APPROVAL</b>
The account(s) indicated has unencumbered appropriation at this time to meet the funding approved.  _____      _____ Yes      No	Approved: _____      Date: _____ Yes      No
Date: _____      By: _____	_____ Signature of Superintendent or designee _____ CODE 8      _____ CODE 9

**PERRY TOWNSHIP SCHOOLS**  
**LEAVE REQUEST FORM**

This form is to be used as defined in the Agreement between the Board and the Association. Such leaves shall be granted by the principal, subject to the approval of the Superintendent or his/her designee, in accordance with state law, the current ratified Agreement between the Board and the Association, and the opinion of the Attorney General.

Employee – (Printed) \_\_\_\_\_ Date of Request \_\_\_\_\_

Employee Signature \_\_\_\_\_ Building location \_\_\_\_\_

**1. PERSONAL BUSINESS**

*In accordance with the current ratified Agreement between the Board and the Association, a leave of not more than five (5) days shall be granted to conduct such business affairs. Refer to Article IV, Section 2 of the Agreement. It is anticipated that these days will be used with discretion as the law intended.*

Date/Dates I must be absent \_\_\_\_\_

**2. FAMILY ILLNESS**

*A maximum of (10) days per year of a teacher's available accumulated sick leave days may be used as Family illness days. (A teacher may, if needed, make a request to the Superintendent for additional family illness leave days, which shall, if granted, also be deducted from the teacher's available accumulated sick days.) The teacher shall check below the appropriate box to specify his/her relationship to the family member for whom the family illness leave is being requested:*

Check the appropriate box.

- |  |   |  |                                     |
|--|---|--|-------------------------------------|
| <input type="checkbox"/> Spouse        | <input type="checkbox"/> Child          | <input type="checkbox"/> Mother  | <input type="checkbox"/> Father     |
| <input type="checkbox"/> Sister        | <input type="checkbox"/> Brother        | <input type="checkbox"/> Grandparent   | <input type="checkbox"/> Grandchild |
| <input type="checkbox"/> Mother-in-law | <input type="checkbox"/> Father-in-law  | <input type="checkbox"/> Daughter-in-law   | <input type="checkbox"/> Son-in-law |
| <input type="checkbox"/> Sister-in-law | <input type="checkbox"/> Brother-in-law | <input type="checkbox"/> other relative or dependent living (include domestic partner)<br>within the household of the employee |                                     |

Date(s) absent: \_\_\_\_\_

**2. VISITATION**

*In compliance with Article IV, Section 16, of the current ratified Agreement between the Board and the Association. I hereby **request permission to** use the one (1) allowable teacher visitation day to*

1.

**Visit an outstanding teacher.** DATE: \_\_\_\_\_

Name of teacher I will visit: \_\_\_\_\_

Name of teacher's school: \_\_\_\_\_

Address of teacher's school: \_\_\_\_\_

2.

**Attend a professional** (check one)  **conference**,  **meeting**, or  **workshop**.

Name of activity: \_\_\_\_\_

Place of activity: \_\_\_\_\_

Date of visitation/activity: \_\_\_\_\_

The employee shall pay his/her own expenses except for the substitute teacher's salary. **This application must be filed and approved at least one (1) week before the date of visitation/attendance. The principal is to route this form to the Superintendent after completion.**

\_\_\_\_\_  
(Signature of Superintendent or designee approving request)

**Signature of Principal** \_\_\_\_\_ **Date** \_\_\_\_\_

Perry Township Schools  
6548 Orinoco Avenue  
Indianapolis, IN 46227

**ASSOCIATION LEAVE REQUEST** \*

This form is to be used for leave for an officer of the Perry Education Association (PEA) as defined in the Agreement between the Board and the Association. Such leaves will be granted in accordance with state law and the current ratified Agreement between the Board and the Association.

---

PEA Officer \_\_\_\_\_ School \_\_\_\_\_  
(Print or type name)

\_\_\_\_\_  
(Signature of PEA officer)      Date \_\_\_\_\_

- PEA Officer's Position:
- |   |   |
|---|---|
| <input type="checkbox"/> President                      | <input type="checkbox"/> Negotiations Chair |
| <input type="checkbox"/> 1 <sup>st</sup> Vice-President | <input type="checkbox"/> Membership Chair   |
| <input type="checkbox"/> 2 <sup>nd</sup> Vice-President | <input type="checkbox"/> Legislative Chair  |
| <input type="checkbox"/> Treasurer                      | <input type="checkbox"/> Discussion Chair   |

Secretary  \_\_\_\_\_  
ISTA Board of Directors Member

Date(s) I must be absent: \_\_\_\_\_

\* This form must be submitted to the building principal or his/her designee prior to the Leave to allow for notification of a substitute.

-----

\_\_\_\_\_  
(Signature of principal)

\_\_\_\_\_  
(Signature of Superintendent of designee)

Perry Township Schools  
CORRECTIVE ACTION PLAN

A teacher found to have a professional deficiency in violation of other areas of IC 20-28-7.5-1 will be placed on a Corrective Action Plan.

The administrator will inform the teacher of a meeting to which the teacher may bring a PEA representative or other representative of his/her choice. The teacher has the right to have PEA or other representation of his/her own choosing in all subsequent meetings throughout the Corrective Action Plan Process.

Perry Township Schools hereby offers this Corrective Action Plan to assist the teacher in resolving the issues identified on the Corrective Action Plan. The principal shall review with the teacher the recommendations from any Assistance Plan in place immediately preceding this Intensive Plan.

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grade or Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_

Representative: \_\_\_\_\_

Procedures:

1. In the space below, the administrator will list the deficient area(s), the problem(s), the incident(s), and/or the situation(s) that led to the placement of the teacher on the Corrective Action Plan.

2. In the space below, the administrator will describe the plan of action, the resources, and the assistance to be provided to the teacher to remedy the items mentioned above.

3. In the space below, the administrator will list the required indicators for successfully meeting the expectations of the Corrective Action Plan.



4. In the space below, the administrator will identify the timeline for the review(s) and for meeting the expectations of the Corrective Action Plan.

Teacher's signature: \_\_\_\_\_

Administrator's signature: \_\_\_\_\_

Initial date of plan implementation: \_\_\_\_\_

---

6. In the space below, the administrator will provide an evaluation of the teacher's progress in meeting the expectations of the Corrective Action Plan.

Principal's recommendation and comments:

- 1. I am removing the teacher from the Corrective Action Plan.
- 2. I am continuing the teacher's Corrective Action Plan with a revised date of conclusion.
- 3. I am recommending the teacher for dismissal.

Teacher's signature: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

Date of recommendation: \_\_\_\_\_

Appendix E

INTENT TO EARN A CONTENT AREA MASTER'S DEGREE

Employee \_\_\_\_\_ Date: \_\_\_\_\_

School \_\_\_\_\_

Subject/Content Area: \_\_\_\_\_

Subjects/Contents currently teaching: \_\_\_\_\_

Institution: \_\_\_\_\_

\_\_\_\_\_  
(signature of individual)

Proposed Master's Degree award date: \_\_\_\_\_  
(date)

-----  
\*Once you have earned your Master's degree, complete the Master's Degree Supplemental Pay Form

\*\*This is not a tuition-reimbursement program

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
( Principal)

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Assistant Superintendent)

CC: Human Resources

Appendix F

<b>2017-2018 School Year Pay Date Schedule for 183 Day Teachers</b>			
<b>Date of Pay First Year Teacher 27 Pays</b>	<b>Date of Pay 26 Pays</b>	<b>Date of Pay 21 Pays</b>	<b>Number of Pays</b>
08/04/17			1
08/18/17	08/18/17	08/18/17	2
09/01/17	09/01/17	09/01/17	3
09/15/17	09/15/17	09/15/17	4
09/29/17	09/29/17	09/29/17	5
10/13/17	10/13/17	10/13/17	6
10/27/17	10/27/17	10/27/17	7
11/10/17	11/10/17	11/10/17	8
11/24/17	11/24/17	11/24/17	9
12/08/17	12/08/17	12/08/17	10
12/22/17	12/22/17	12/22/17	11
01/05/18	01/05/18	01/05/18	12
01/19/18	01/19/18	01/19/18	13
02/02/18	02/02/18	02/02/18	14
02/16/18	02/16/18	02/16/18	15
03/02/18	03/02/18	03/02/18	16
03/16/18	03/16/18	03/16/18	17
03/30/18	03/30/18	03/30/18	18
04/13/18	04/13/18	04/13/18	19
04/27/18	04/27/18	04/27/18	20
05/11/18	05/11/18	05/11/18	21
05/25/18	05/25/18	05/25/18	22
06/08/18	06/08/18		23
06/22/18	06/22/18		24
07/06/18	07/06/18		25
07/20/18	07/20/18		26
08/03/18	08/03/18		27

**Perry Township Schools**  
**Procedures for the Evaluation of**  
**Non-Administrative Certificated Personnel**

**Developed by**  
**a**  
**Joint Committee**  
**Of**  
**The Perry Education Association**  
**and**  
**The Perry Township Schools Administration**  
**2017-2018**

## Introduction

This Handbook outlines the procedures and documents to be used by Perry Township Schools Administrators in evaluating all Perry Township Schools non-administrative certificated personnel. This Handbook also outlines the procedures and documents to be used by Perry Township Schools Administrators and Perry Township Schools Master Teachers in conducting and recording evaluation-related observations of all Perry Township Schools non-administrative certificated personnel. In addition to the rubrics, forms, and procedures which are to be used in the evaluation process, this Handbook will provide an overview of the evaluation process and the timelines to be used in that process.

A joint committee of the Perry Education Association (PEA) and the Perry Township Schools Administration developed these procedures and documents, and these will go into effect on July 1, 2012, for the 2012-2013 school year and subsequent school years until amended after being discussed with the PEA. The evaluation process will be an ongoing topic of Discussion between the PEA and the Perry Township Schools Administration.

## Evaluators

Indiana Code (IC 20-28-11.5-1) defines an “Evaluator” as follows:

### **IC 20-28-11.5-1**

#### **"Evaluator"**

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

- (1) has clearly demonstrated a record of effective teaching over several years;
- (2) is approved by the principal as qualified to evaluate under the plan; and
- (3) conducts staff performance evaluations as a significant part of teacher's responsibilities. *As added by P.L.90-2011, SEC.39.*

**Administrators** are “evaluators” who are responsible for preparing summative evaluations, which determine employment recommendations and the amount of additional compensation, if any, to which a non-administrative certificated employee may be entitled according to the guidelines set forth in the current *Agreement between The Board of Education of Perry Township Schools and The Perry Education Association*.

**Master Teachers** are responsible for conducting evaluation-related observations, for meeting with staff members to provide feedback, for modeling instruction, for identifying staff professional development needs, and for conducting appropriate professional development. Master Teachers are partners with school administrators in observing and evaluating classroom teachers; Master Teachers shall observe classroom teacher performance using the TAP/NIET Instructional Rubrics and shall conduct follow-up classroom teacher conferences. In accordance with Indiana Code (IC 20-28-11.5-5), Master Teachers shall receive “training and support in evaluation skills” for the Perry Township Schools-adopted evaluation model. Master Teachers shall participate in all TAP/NIET trainings and shall become Certified TAP/NIET Evaluators.

## **IC 20-28-11.5-5**

### **Conduct of evaluations**

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

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

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

### **Evaluation Model**

Indiana Code (IC 20-28-11.5-4) delineates the “plan components” of a school corporation’s evaluation model.

Evaluators will use the **NIET (National Institute for Excellence in Teaching) TAP (The System for Teacher and Student Advancement) Evaluation Tool** (or an alternate evaluation rubric for non-classroom teachers) for the annual evaluation of non-administrative certificated personnel.

The **TAP Evaluation Tool** and/or **Cluster Rubric** will be used for **Master Teachers**. **The TAP Evaluation Tool will be used for any teacher who teaches in an instructional setting** (general education classroom, special education classroom, physical activity classroom, laboratory, or performance classroom) regardless of whether the instruction takes place in a large group or a small group setting. **The TAP Evaluation Tool will consist of evaluation in three (3) domain areas – Instruction, Designing and Planning Instruction, and The Learning Environment**. Each domain area is sub-divided into indicators – twelve (12) for the Instruction domain, four (4) for The Learning Environment domain, and three (3) for the Designing and Planning Instruction domain.

An **alternate evaluation tool\*** will be used to evaluate the following non-administrative certificated personnel:

- Counselors
- School Services Professionals [Occupational Therapists, Physical Therapists, School Psychologists, Speech Clinicians\*\*, and Teachers in Supervisory Positions (for example, Special Education Supervisors)]
- School Social Workers
- Staff Developers
- Media Specialists
- Assistant Athletic Directors

\* **Note:** Administrators will evaluate the non-administrative certificated personnel who are evaluated with an alternate evaluation tool. The number of evaluations for these individuals may be reduced, and these individuals may also be asked to provide evidence that they are meeting the indicators outlined on their evaluation tools, especially whenever those indicators may not be readily observable by administrators. (See the “Procedures for Implementation” section of this document.)

\*\* **Note:** The TAP Evaluation Tool (without modification) may be used for Speech Clinicians who provide push-in support, as identified by the Speech and Language Pathologist Supervisor and the Building Principal.

INSTRUCTION			
	SIGNIFICANTLY ABOVE EXPECTATIONS (5)*	AT EXPECTATIONS (3)*	SIGNIFICANTLY BELOW EXPECTATIONS (1)*
<b>Standards and Objectives</b>	<ul style="list-style-type: none"> <li>All learning objectives and state content standards are explicitly communicated.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson's major objective.</li> <li>Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines.</li> <li>Expectations for student performance are clear, demanding, and high.</li> <li>State standards are displayed and referenced throughout the lesson.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Most learning objectives and state content standards are communicated.</li> <li>Sub-objectives are mostly aligned to the lesson's major objective.</li> <li>Learning objectives are connected to what students have previously learned.</li> <li>Expectations for student performance are clear.</li> <li>State standards are displayed.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Few learning objectives and state content standards are communicated.</li> <li>Sub-objectives are inconsistently aligned to the lesson's major objective.</li> <li>Learning objectives are rarely connected to what students have previously learned.</li> <li>Expectations for student performance are vague.</li> <li>State standards are displayed.</li> <li>There is evidence that few students demonstrate mastery of the objective.</li> </ul>
<b>Motivating Students</b>	<ul style="list-style-type: none"> <li>The teacher consistently organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher regularly reinforces and rewards effort.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher sometimes organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher sometimes reinforces and rewards effort.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher rarely organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher rarely reinforces and rewards effort.</li> </ul>
<b>Presenting Instructional Content</b>	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the teacher to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information; and</li> <li>no irrelevant, confusing, or nonessential information.</li> </ul>	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the teacher to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information; and</li> <li>no irrelevant, confusing, or nonessential information.</li> </ul>	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the teacher to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information; and</li> <li>no irrelevant, confusing, or nonessential information.</li> </ul>
<b>Lesson Structure and Pacing</b>	<ul style="list-style-type: none"> <li>The lesson starts promptly.</li> <li>The lesson's structure is coherent, with a beginning, middle, end, and time for reflection.</li> <li>Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.</li> <li>Routines for distributing materials are seamless.</li> <li>No instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson starts promptly.</li> <li>The lesson's structure is coherent, with a beginning, middle, and end.</li> <li>Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates.</li> <li>Routines for distributing materials are efficient.</li> <li>Little instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson does not start promptly.</li> <li>The lesson has a structure, but may be missing closure or introductory elements.</li> <li>Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates.</li> <li>Routines for distributing materials are inefficient.</li> <li>Considerable time is lost during transitions.</li> </ul>

\* Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

## INSTRUCTION *Continued*

	SIGNIFICANTLY ABOVE EXPECTATIONS (5)	AT EXPECTATIONS (3)	SIGNIFICANTLY BELOW EXPECTATIONS (1)
<b>Activities and Materials</b>	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student-to-student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).</li> </ul> <p>• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</p>	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student-to-student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).</li> </ul>	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student-to-student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.).</li> </ul>
<b>Questioning</b>	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> <li>◦ knowledge and comprehension;</li> <li>◦ application and analysis; and</li> <li>◦ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are consistently purposeful and coherent.</li> <li>• A high frequency of questions is asked.</li> <li>• Questions are consistently sequenced with attention to the instructional goals.</li> <li>• Questions regularly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers).</li> <li>• Wait time (3-5 seconds) is consistently provided.</li> <li>• The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.</li> <li>• Students generate questions that lead to further inquiry and self-directed learning.</li> </ul>	<p>Teacher questions are varied and high quality, providing for some, but not all, question types:</p> <ul style="list-style-type: none"> <li>◦ knowledge and comprehension;</li> <li>◦ application and analysis; and</li> <li>◦ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are usually purposeful and coherent.</li> <li>• A moderate frequency of questions is asked.</li> <li>• Questions are sometimes sequenced with attention to the instructional goals.</li> <li>• Questions sometimes require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is sometimes provided.</li> <li>• The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.</li> </ul>	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> <li>◦ knowledge and comprehension;</li> <li>◦ application and analysis; and</li> <li>◦ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are random and lack coherence.</li> <li>• A low frequency of questions is asked.</li> <li>• Questions are rarely sequenced with attention to the instructional goals.</li> <li>• Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is inconsistently provided.</li> <li>• The teacher mostly calls on volunteers and high-ability students.</li> </ul>



INSTRUCTION <i>Continued</i>			
	SIGNIFICANTLY ABOVE EXPECTATIONS (5)	AT EXPECTATIONS (3)	SIGNIFICANTLY BELOW EXPECTATIONS (1)
<b>Academic Feedback</b>	<ul style="list-style-type: none"> <li>• Oral and written feedback is consistently academically focused, frequent, and high quality.</li> <li>• Feedback is frequently given during guided practice and homework review.</li> <li>• The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li> <li>• Feedback from students is regularly used to monitor and adjust instruction.</li> <li>• Teacher engages students in giving specific and high-quality feedback to one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written feedback is mostly academically focused, frequent, and mostly high quality.</li> <li>• Feedback is sometimes given during guided practice and homework review.</li> <li>• The teacher circulates during instructional activities to support engagement and monitor student work.</li> <li>• Feedback from students is sometimes used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality and timeliness of feedback is inconsistent.</li> <li>• Feedback is rarely given during guided practice and homework review.</li> <li>• The teacher circulates during instructional activities, but monitors mostly behavior.</li> <li>• Feedback from students is rarely used to monitor or adjust instruction.</li> </ul>
<b>Grouping Students</b>	<ul style="list-style-type: none"> <li>• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency.</li> <li>• All students in groups know their roles, responsibilities, and group work expectations.</li> <li>• All students participating in groups are held accountable for group work and individual work.</li> <li>• Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.</li> <li>• Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency.</li> <li>• Most students in groups know their roles, responsibilities, and group work expectations.</li> <li>• Most students participating in groups are held accountable for group work and individual work.</li> <li>• Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency.</li> <li>• Few students in groups know their roles, responsibilities, and group work expectations.</li> <li>• Few students participating in groups are held accountable for group work and individual work.</li> <li>• Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.</li> </ul>
<b>Teacher Content Knowledge</b>	<ul style="list-style-type: none"> <li>• Teacher displays extensive content knowledge of all the subjects she or he teaches.</li> <li>• Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.</li> <li>• Teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> <li>• Limited content is taught in sufficient depth to allow for the development of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays accurate content knowledge of all the subjects he or she teaches.</li> <li>• Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>• Teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays under-developed content knowledge in several subject areas.</li> <li>• Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>• Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.</li> </ul>
<b>Teacher Knowledge of Students</b>	<ul style="list-style-type: none"> <li>• Teacher practices display understanding of each student's anticipated learning difficulties.</li> <li>• Teacher practices regularly incorporate student interests and cultural heritage.</li> <li>• Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher practices display understanding of some students' anticipated learning difficulties.</li> <li>• Teacher practices sometimes incorporate student interests and cultural heritage.</li> <li>• Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties.</li> <li>• Teacher practices rarely incorporate student interests or cultural heritage.</li> <li>• Teacher practices demonstrate little differentiation of instructional methods or content.</li> </ul>

## INSTRUCTION *Continued*

	SIGNIFICANTLY ABOVE EXPECTATIONS (5)	AT EXPECTATIONS (3)	SIGNIFICANTLY BELOW EXPECTATIONS (1)
<b>Thinking</b>	<p>The teacher thoroughly teaches two or more types of thinking:</p> <ul style="list-style-type: none"> <li>▪ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>▪ practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> <li>▪ creative thinking, where students create, design, imagine, and suppose; and</li> <li>▪ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> <li>▪ generate a variety of ideas and alternatives;</li> <li>▪ analyze problems from multiple perspectives and viewpoints; and</li> <li>▪ monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.</li> </ul>	<p>The teacher thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> <li>▪ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>▪ practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> <li>▪ creative thinking, where students create, design, imagine, and suppose; and</li> <li>▪ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> <li>▪ generate a variety of ideas and alternatives; and</li> <li>▪ analyze problems from multiple perspectives and viewpoints.</li> </ul>	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides no opportunities where students:</p> <ul style="list-style-type: none"> <li>▪ generate a variety of ideas and alternatives; or</li> <li>▪ analyze problems from multiple perspectives and viewpoints.</li> </ul>
<b>Problem Solving</b>	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> <li>▪ Abstraction</li> <li>▪ Categorization</li> <li>▪ Drawing Conclusions/Justifying Solutions</li> <li>▪ Predicting Outcomes</li> <li>▪ Observing and Experimenting</li> <li>▪ Improving Solutions</li> <li>▪ Identifying Relevant/Irrelevant Information</li> <li>▪ Generating Ideas</li> <li>▪ Creating and Designing</li> </ul>	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> <li>▪ Abstraction</li> <li>▪ Categorization</li> <li>▪ Drawing Conclusions/Justifying Solution</li> <li>▪ Predicting Outcomes</li> <li>▪ Observing and Experimenting</li> <li>▪ Improving Solutions</li> <li>▪ Identifying Relevant/Irrelevant Information</li> <li>▪ Generating Ideas</li> <li>▪ Creating and Designing</li> </ul>	<p>The teacher implements no activities that teach the following problem-solving types:</p> <ul style="list-style-type: none"> <li>▪ Abstraction</li> <li>▪ Categorization</li> <li>▪ Drawing Conclusions/Justifying Solution</li> <li>▪ Predicting Outcomes</li> <li>▪ Observing and Experimenting</li> <li>▪ Improving Solutions</li> <li>▪ Identifying Relevant/Irrelevant Information</li> <li>▪ Generating Ideas</li> <li>▪ Creating and Designing</li> </ul>

## The Learning Environment

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
<b>Expectations</b>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where all students can experience success.</li> <li>Students take initiative and follow through with their own work.</li> <li>Teacher optimizes instructional time, teaches more material, and demands better performance from every student.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where most students can experience success.</li> <li>Students complete their work according to teacher expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher expectations are not sufficiently high for every student.</li> <li>Teacher creates an environment where mistakes and failure are not viewed as learning experiences.</li> <li>Students demonstrate little or no pride in the quality of their work.</li> </ul>
<b>Managing Student Behavior</b>	<ul style="list-style-type: none"> <li>Students are consistently well-behaved and on task.</li> <li>Teacher and students establish clear rules for learning and behavior.</li> <li>The teacher uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>The teacher overlooks inconsequential behavior.</li> <li>The teacher deals with students who have caused disruptions rather than the entire class.</li> <li>The teacher attends to disruptions quickly and firmly.</li> </ul>	<ul style="list-style-type: none"> <li>Students are mostly well-behaved and on task, some minor learning disruptions may occur.</li> <li>Teacher establishes rules for learning and behavior.</li> <li>The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson.</li> <li>The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>Students are not well-behaved and are often off task.</li> <li>Teacher establishes few rules for learning and behavior.</li> <li>The teacher uses few techniques to maintain appropriate student behavior.</li> <li>The teacher cannot distinguish between inconsequential behavior and inappropriate behavior.</li> <li>Disruptions frequently interrupt instruction.</li> </ul>
<b>Environment</b>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes all members and guests.</li> <li>is organized and understandable to all students.</li> <li>supplies, equipment, and resources are easily and readily accessible.</li> <li>displays student work that frequently changes.</li> <li>is arranged to promote individual and group learning.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes most members and guests.</li> <li>is organized and understandable to most students.</li> <li>supplies, equipment, and resources are accessible.</li> <li>displays student work.</li> <li>is arranged to promote individual and group learning.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>is somewhat cold and uninviting.</li> <li>is not well organized and understandable to students.</li> <li>supplies, equipment, and resources are difficult to access.</li> <li>does not display student work.</li> <li>is not arranged to promote group learning.</li> </ul>
<b>Respectful Culture</b>	<ul style="list-style-type: none"> <li>Teacher-student interactions demonstrate caring and respect for one another.</li> <li>Students exhibit caring and respect for one another.</li> <li>Teacher seeks out and is receptive to the interests and opinions of all students.</li> <li>Positive relationships and interdependence characterize the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</li> <li>Students exhibit respect for the teacher and are generally polite to each other.</li> <li>Teacher is sometimes receptive to the interests and opinions of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.</li> <li>Students exhibit disrespect for the teacher.</li> <li>Student interaction is characterized by conflict, sarcasm, or put-downs.</li> <li>Teacher is not receptive to interests and opinions of students.</li> </ul>

## Designing and Planning Instruction

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
<b>Instructional Plans</b>	Instructional plans include: <ul style="list-style-type: none"> <li>• measurable and explicit goals aligned to state content standards;</li> <li>• activities, materials, and assessments that:               <ul style="list-style-type: none"> <li>○ are aligned to state standards.</li> <li>○ are sequenced from basic to complex.</li> <li>○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.</li> <li>○ provide appropriate time for student work, student reflection, and lesson and unit closure;</li> </ul> </li> <li>• evidence that plan is appropriate for the age, knowledge, and interests of all learners and;</li> <li>• evidence that the plan provides regular opportunities to accommodate individual student needs.</li> </ul>	Instructional plans include: <ul style="list-style-type: none"> <li>• goals aligned to state content standards;</li> <li>• activities, materials, and assessments that:               <ul style="list-style-type: none"> <li>○ are aligned to state standards.</li> <li>○ are sequenced from basic to complex.</li> <li>○ build on prior student knowledge.</li> <li>○ provide appropriate time for student work, and lesson and unit closure;</li> </ul> </li> <li>• evidence that plan is appropriate for the age, knowledge, and interests of most learners and;</li> <li>• evidence that the plan provides some opportunities to accommodate individual student needs.</li> </ul>	Instructional plans include: <ul style="list-style-type: none"> <li>• few goals aligned to state content standards;</li> <li>• activities, materials, and assessments that:               <ul style="list-style-type: none"> <li>○ are rarely aligned to state standards.</li> <li>○ are rarely logically sequenced.</li> <li>○ rarely build on prior student knowledge</li> <li>○ inconsistently provide time for student work, and lesson and unit closure;</li> </ul> </li> <li>• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and;</li> <li>• little evidence that the plan provides some opportunities to accommodate individual student needs.</li> </ul>
<b>Student Work</b>	Assignments require students to: <ul style="list-style-type: none"> <li>• organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;</li> <li>• draw conclusions, make generalizations, and produce arguments that are supported through extended writing and;</li> <li>• connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.</li> </ul>	Assignments require students to: <ul style="list-style-type: none"> <li>• interpret information rather than reproduce it;</li> <li>• draw conclusions and support them through writing and;</li> <li>• connect what they are learning to prior learning and some life experiences.</li> </ul>	Assignments require students to: <ul style="list-style-type: none"> <li>• mostly reproduce information;</li> <li>• rarely draw conclusions and support them through writing and;</li> <li>• rarely connect what they are learning to prior learning or life experiences.</li> </ul>
<b>Assessment</b>	Assessment Plans: <ul style="list-style-type: none"> <li>• are aligned with state content standards;</li> <li>• have clear measurement criteria;</li> <li>• measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test);</li> <li>• require extended written tasks;</li> <li>• are portfolio-based with clear illustrations of student progress toward state content standards and;</li> <li>• include descriptions of how assessment results will be used to inform future instruction.</li> </ul>	Assessment Plans: <ul style="list-style-type: none"> <li>• are aligned with state content standards;</li> <li>• have measurement criteria;</li> <li>• measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test);</li> <li>• require written tasks and;</li> <li>• include performance checks throughout the school year.</li> </ul>	Assessment Plans: <ul style="list-style-type: none"> <li>• are rarely aligned with state content standards;</li> <li>• have ambiguous measurement criteria;</li> <li>• measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test) and;</li> <li>• include performance checks, although the purpose of these checks is not clear.</li> </ul>

## **Implementation**

### **Professional Development/Cluster Meeting Time**

Any teacher new to Perry Township will receive professional development in each of the twelve (12) indicators in the Instructional Domain prior to any formal announced or unannounced observations during the 2017-2018 school year. Observations for returning staff may start after the first two (2) weeks of school, as determined by the school's administrative team. The administration will provide a plan of additional support, as needed, for new teachers in regards to learning of the TAP/NIET Rubric. Elementary Teachers may be evaluated in any content area in which they teach. Special consideration may be given to new teachers unfamiliar with the content areas and any unusual circumstances.

Training for non-classroom teachers on their evaluation tool rubrics will be provided by administrators and/or supervisors.

\*Evaluations for Master Teachers may commence after the start of school, including during rubric review.

## **Teacher Effectiveness Ratings**

According to Indiana Code (IC 20-28-11.5-4) previously cited in this handbook, each certificated employee shall receive an **annual designation** in one (1) of the following rating categories - **Highly Effective, Effective, Improvement Necessary, or Ineffective**. The evaluators shall use the TAP Evaluation Tool or the appropriate alternate evaluation rubric to implement the observation, evaluation, and said designation of non-administrative certificated personnel.

According to Indiana Code (IC 20-28-11.5-6), **a certificated employee who receives an annual rating of Ineffective or Improvement Necessary shall be placed onto a remediation plan.**

Evaluating teaching effectiveness is basic to improving instruction and in facilitating professional growth. The performance indicators listed in each teaching domain will guide both teachers and administrators in the evaluation process and will allow administrators to make decisions regarding teacher effectiveness ratings. Teachers will be rated as highly effective, effective, improvement necessary, or ineffective.

**Highly Effective** (evaluation tool score = 4.0 – 5.0)\*\*\*

Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed, based on refinement areas identified through the evaluation tool used by PERRY TOWNSHIP SCHOOLS.

**Effective** (evaluation tool score = 2.26 – 3.99)\*\*\*

Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are self-directed, based on refinement areas identified through the evaluation tool used by PERRY TOWNSHIP SCHOOLS.

**Improvement Necessary** (evaluation tool score = 1.6 – 2.25)\*\*\*

Performance typically exhibits few areas of strengths. Areas for professional growth will be identified, and a remediation plan will be developed. Areas for professional growth are self-directed and administratively directed, based on refinement areas identified through evaluation tool used by PERRY TOWNSHIP SCHOOLS.

**Ineffective** (evaluation tool score = 1.0 – 1.59)\*\*\*

Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified and a remediation plan will be developed. Direct and immediate intervention is required by administrator.

\*\*\* Note: These evaluation tool score ranges may differ for the alternate evaluation tools used to evaluate non-classroom teachers.

### **Procedures for Implementation**

Evaluators will evaluate (via observation criteria) non-administrative certificated personnel three (3) different times during each school year. (2 announced evaluations and 1 unannounced evaluation) The evaluation team will include administrators and the Master Teacher(s), and each staff member shall be evaluated by multiple evaluators, based on the principal's discretion, throughout the three (3) cycles. {The number of evaluations for non-administrative certificated personnel who are evaluated with an alternate evaluation tool may be reduced [to no fewer than two (2) cycles], and these individuals may be asked to provide evidence they are meeting the indicators outlined on their evaluation tools, especially whenever those indicators may not be readily observable by administrators.}

**If a teacher has been on leave for any length of the school year, the overall rating will be based on the evaluation(s) conducted to date, during that school year. If the teacher has been on a year-long leave, the evaluation score will stand from the previous year.**

The evaluator, following each formal announced or unannounced observation, will conduct a **post-conference** with the employee being evaluated. The evaluator will share with the classroom teacher the evaluator's scores and the classroom teacher will share his/her self-rating scores during the post-conference; the evaluator's scores are the official scores. The evaluator will provide both one (1) area of reinforcement and one (1) area of refinement during the post-conference.

## **Evaluation Weighting with Respect to Rubric Domains**

### **Rubric Domain Weighting**

1. Instruction (12 Indicators)	75%
2. The Learning Environment (4 Indicators)	10%
3. Designing and Planning Instruction (3 Indicators)	15%

**Note:** The CODE (Comprehensive Online Data Entry) system (software program) will calculate integrated cumulative performance scores.

### **Calculating Final Summative Score**

Average of 3 evaluations= 85% of Summative Score

Responsibility Survey=5% of Summative Score\*

Average of the 3 self-scores=10% of Summative Score\*\*

Evaluation average score multiplied by .85

Responsibility Survey Score multiplied by .05

Self-Score average score multiplied by .10

Total is Summative Score

\*The Responsibility Survey will reflect evidence collected during teacher time spent in cluster, implementation of student and teacher strategies, and pre-post conferences.

\*\*The average of the three self-scores will be greater than or equal to the average of the three evaluations.

Objective measures of student achievement and growth significantly inform the evaluation. Indiana Code does not permit a teacher who negatively affects student achievement and growth to receive a rating of highly effective or effective



## TAP/NIET OBSERVATIONS/EVALUATIONS

1. Each non-administrative certificated staff member shall be formally evaluated three (3) times per school year, occurring at least one (1) time each semester by building administrators and/or master teachers. A post-conference evaluation between the observed staff member and the evaluator shall take place in a timely manner after the formal observation; the evaluator shall use the **Evaluator/Self-Evaluation Report** (see page 18) for the post-conference.
2. During the evaluation cycle, the staff member's evaluations will be logged on a **Summary and Planning** sheet (see page 17).
3. At the end of an evaluation cycle, a final administrative recommendation based on the **Summary Overall Score** (see page 18) shall be determined.

\*Teachers rated as Ineffective:

Any teacher rated as ineffective and in danger of non-renewal of contract may request a private conference with the superintendent as noted identified in Due Process Guidelines.

The building level administrator will establish a procedure to ensure that a student will not be instructed for two consecutive years by two consecutive teachers rated as ineffective. This procedure will be established in consultation with the Central Office Assistant Superintendent that supervises that building. If there is a situation in which it is unavoidable for a student to be instructed by consecutive teachers rated as ineffective, the student's parents will be notified prior to the start of the school year.

4. A **Remediation Plan** will be created and implemented for teachers identified as improvement necessary or ineffective based on the Summary Overall Score (see pages 26-28). According to IC 20-28-11.5-4 (c) (d), improvement in the identified areas of instructional indicators will be expected by the end of the Remediation Plan completion of not more than ninety (90) days.

5. An Assistance Plan may be initiated anytime throughout the school year, by the building principal, to support a teacher's continued growth in effectiveness, as deemed appropriate by the building principal.
6. The PEA president will be notified by administration when a teacher is to be placed on a remediation plan.

**Evaluation Form(s) for Certificated Staff**

The following pages contain forms that will be used for evaluating certificated staff members.

**Evaluator/Self-Evaluation Report**  
 (This form is completed for each evaluation cycle.)

- Announced**
- Unannounced**

Staff Member Evaluated \_\_\_\_\_  
 School Name \_\_\_\_\_ Evaluation Cycle 1 2 3 4  
 \_\_\_\_\_  
 Date \_\_\_\_\_ TimeSubject \_\_\_\_\_  
 \_\_\_\_\_  
 Evaluator Administrator Master Teacher

Instruction	Evaluator Scores	Self-Evaluation Scores	Reinforcement Objective
Standards and Objectives (S&O)			
Motivating Students (MOT)			
Presenting Instructional Content (PIC)			

Lesson Structure and Pacing (LS)			
Activities and Materials (ACT)			
Questioning (QU)			
Academic Feedback (FEED)			
Grouping Students (GRP)			
Teacher Content Knowledge (TCK)			
Teacher Knowledge of Students (TKS)			
Thinking (TH)			
Problem Solving (PS)			
<b>The Learning Environment</b>			<b>Refinement Objective</b>
Expectations (ES)			
Managing Student Behavior (MSB)			
Environment (ENV)			
Respectful Culture (RC)			
<b>Designing and Planning Instruction</b>			
Instructional Plans (IP)			
Student Work (SW)			
Assessment (AS)			

Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

Staff Member Signature \_\_\_\_\_

Date \_\_\_\_\_

## **PERRY TOWNSHIP SCHOOLS ASSISTANCE PLAN**

The Assistance Plan may be used for any teacher during the school year in order to support the teacher in his/her continued instructional effectiveness. The placement of a teacher on an Assistance plan is at the discretion of the building principal.

### **Procedures:**

- 1. In the space below, the administrator will list the deficient area(s), the problem(s), and the incident(s) and/or the situation(s) that led to the placement of the teacher on the Assistance Plan.**
- 2. In the space below, the administrator will describe the plan of action, the resources, and the assistance to be provided to the teacher to correct the item(s) mentioned above.**
- 3. In the space below, the administrator will list the required indicators for successful completion of the Assistance Plan.**
- 4. In the space below, the administrator will identify the timeline for review(s) and the timeline for the completion of the Assistance Plan.**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Implementation Date/Timeline:** \_\_\_\_\_

**In the space below, the administrator will provide an evaluation of the teacher’s progress on the Assistance Plan.**

**Teacher’s Comments:**

**Administrator’s Comments and Recommendation:**

- 1. I am continuing the Assistance Plan with a revised date of conclusion.
- 2. I am removing the teacher from the Assistance Plan. The teacher has successfully met the goals of the Assistance Plan.

**Teacher Signature:** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_

**Date of Recommendation:** \_\_\_\_\_

## **PERRY TOWNSHIP SCHOOLS REMEDIATION PLAN**

The Remediation Plan will be used for any teacher rated as **Ineffective**. This Remediation Plan may include Professional Growth Points that can be utilized for teacher license renewal.

**Ineffective** - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified and an improvement plan will be developed. Direct and immediate intervention is required by administrator. (Score = 1.0 – 1.59)

The Remediation Plan may also be used for any teacher rated as **Improvement Necessary**.

**Improvement Necessary** - Performance typically exhibits few areas of strengths. Areas for professional growth are self-directed and administratively directed, based on refinement areas identified through the TAP/NIET Evaluation. (Score = 1.6 – 2.25)

**Teacher:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Grade/Subject:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Administrator:** \_\_\_\_\_

### **Procedures:**

- In the space below, the administrator will list the deficient area(s), the problem(s), and the incident(s) and/or the situation(s) that led to the placement of the teacher on the Remediation Plan.**

6. In the space below, the administrator will describe the plan of action, the resources, and the assistance to be provided to the teacher to correct the item(s) mentioned above.
  
7. In the space below, the administrator will list the required indicators for successful completion of the Remediation Plan.
  
8. In the space below, the administrator will identify the timeline for review(s) and the timeline for the completion of the Remediation Plan.
  
9. The teacher must meet the expectations of all indicators and principles as identified by the TAP/NIET Evaluation and Indiana Code.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Implementation Date/Timeline: \_\_\_\_\_

10. In the space below, the administrator will provide an evaluation of the teacher's progress on the Remediation Plan.

**Teacher's Comments:**

**Administrator's Comments and Recommendation:**

**3. I am continuing the Remediation Plan with a revised date of conclusion.**

**4. I am removing the teacher from the Remediation Plan due to the teacher's successful completion of the Remediation Plan.**

**5. I am recommending proceeding to dismissal of the teacher's contract due to the lack of the teacher's progress on the Remediation Plan.**

**Teacher Signature:** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_

**Date of Recommendation:** \_\_\_\_\_



## Glossary

**administrator evaluator** – any PERRY TOWNSHIP SCHOOLS administrator who has been trained and certified as a TAP/NIET evaluator

**assistance plan**- used for any teacher during the school year in order to support the teacher in his/her continued instructional effectiveness. The placement of a teacher on an Assistance plan is at the discretion of the building principal.

**career teacher (classroom teacher)** – Under TAP, a career teacher is comparable to a traditional classroom teacher at a non-TAP school. A career teacher collaborates with a master teacher(s) for team teaching, lesson planning, and expertise development in all areas of instruction.

**certificated staff** – a staff member who holds an Indiana teaching certificate

**cluster group** –a small professional development group in which research-based, data-driven best practices are shared

**cluster meeting** – a weekly meeting of a cluster group

**cluster rubric** – the rubric by which master teachers will be evaluated

**conferencing** – Evaluators conference with teachers after each formal observation, which is based on the instructional rubric. Post-conferences focus on one reinforcement area and one refinement area.

**established teacher** – The term **Established Teacher** refers to any teacher already employed as of July 1, 2012. (**Indiana Teacher Classification** - See Indiana Code IC 20-28-6-7.5 and IC 20-28-6-8.)

**evaluation** – the summary assessment of observations and other pertinent criteria originating from the TAP/NIET domains

**evaluator** – a TAP/NIET trained and certified administrator, master teacher or mentor teacher, reading specialist (JGE/RPE only) who conducts a staff performance evaluation

**evaluation cycle** – Evaluators will observe non-administrative certificated personnel four (4) different times during each school year. The evaluation team will include the trained and certified TAP/NIET administrators and Master Teacher(s), and each staff member shall be evaluated by multiple evaluators throughout the four (4) cycles.

**master teacher** – a Certified TAP/NIET Evaluator who is responsible for conducting evaluation-rated observations, for meeting with staff members to provide feedback, for modeling instruction, for identifying staff professional development needs, and for conducting appropriate professional development; Master Teachers shall observe teacher performance using the TAP/NIET Instructional Rubrics and shall conduct follow-up teacher conferences. Master teachers are

former classroom teachers that have been highly effective in implementing instructional strategies. They are fully released from classroom duties to coordinate observation schedules, coaching schedules, and other professional development opportunities to support classroom teachers.

**Mentor teacher-** a Certified TAP/NIET Evaluator who is responsible for conducting evaluations and supporting staff while also serving as a classroom teacher.

**multiple evaluators** – at least two (2) different evaluators

**observation** – the assessment of the methodology of the certificated teacher based on the Tap/NIET domains; **Observations are on-site assessments of a certified teacher, or other certified employee, by evaluators as defined in the TAP/NIET language. The sum total of evaluations will lead to one of the major components of the total evaluation.**

**PD** – professional development

**post-conferencing** – see **conferencing**

**probationary teacher** – The term **Probationary Teacher** refers to any new teacher hired after July 1, 2012 or to a Professional Teacher who has received one (1) rating of Ineffective. (**Indiana Teacher Classification** - See Indiana Code IC 20-28-6-7.5 and IC 20-28-6-8.)

**professional teacher** – The term **Professional Teacher** refers to a Probationary Teacher who has received a rating of Highly Effective or who has received at least an Effective rating for three (3) of five (5) years. (**Indiana Teacher Classification** - See Indiana Code IC 20-28-6-7.5 and IC 20-28-6-8.)

**push-in support** – A push-in certificated staff member is one who has the ability to work alongside a classroom teacher in addition to working with a small group of students.

**refinement area** – an evaluator-identified instructional area needing improvement

**reinforcement area** – an evaluator-identified instructional area of strength

**remediation plan** – A remediation plan is a plan of not more than ninety (90) school days in length to correct the deficiencies noted in a certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection. (**IC 20-28-11.5-6**)

**summative overall score** – The summative overall score is a final overall weighted score based on all formal evaluations within a single school year. The summary overall score will determine the teacher's rating as highly effective, effective, improvement necessary, or ineffective.