

Monroe Central School Corporation
Teacher Performance Evaluation Plan
2024-2025



Including the
Teacher Effectiveness Rubric (TER)
2024-2025

Updated July 31, 2024
Presented to the School Board
August 13, 2024

PURPOSE

The foremost purpose for evaluating Monroe Central certificated personnel is to improve student learning. The certificated personnel in Monroe Central School Corporation are well-educated and committed professionals who strive to remain current in their instructional practices. The Summative Teacher Performance Process (STPP) is focused on these strengths.

Teaching and learning is an extremely complex process. The teacher's knowledge and skills, the learning standards within each curriculum to be taught, the physical classroom setting, and the students' prior knowledge and ability to learn comprise the framework for students and teachers in their daily interactions.

The standards of effective teaching and professional performance are developed to support teachers and evaluators as they work together to provide quality educational experiences for students. Effective teaching can be observed, described, and evaluated. It is the primary responsibility of the teacher to work toward continuous improvement in instruction and professional performance; it is the responsibility of the evaluator to assist and support in that effort. At Monroe Central, evaluators are instructional leaders. They provide guidance, support, and differentiated professional development to the certificated staff.

PHILOSOPHY

We believe the Summative Teacher Performance Process (STPP) should

- provide opportunities for teachers to improve their instruction.
- be a collaborative endeavor between the evaluator and the person being evaluated.
- facilitate open communication in an atmosphere of mutual trust and respect.
- help teachers develop skills of self-reflection and self-assessment which fosters life-long learning.

GENERAL PROVISIONS

All teachers shall be evaluated annually in the performance of their assigned duties.

1. All teachers will be assigned one administrator to be the primary evaluator.
2. The teacher's performance evaluation may include information provided by any administrator. The administrator's name shall be disclosed to the teacher.
3. Any teacher not under contract for the previous school year with the corporation will be considered probationary (defined below) and will be evaluated 4 times in a school year (2 long and 2 short observations). These will be divided as 1 long, 1 short the first semester and 1 long, 1 short the second semester.

4. Professional teachers will be evaluated 2 times in a school year (1 long and short observation) as long as they stay in the effective or highly effective categories. After the mid-year evaluation review conference, the evaluator will notify a teacher if more observation/evidence is needed to be rated effective or highly effective on the overall TER.

REPRESENTATION

A teacher may be afforded Association representation if they so choose during the evaluative process.

RIGHT TO A REFLECTION

Anytime during the evaluation process a teacher has the right to submit a written reflection statement to be attached to any written evaluation document.

EVALUATIVE EVIDENCE

Evaluative evidence provides documentation of a teacher's attainment of performance expectations.

The types of evaluative evidence are as follows:

1. FORMAL (long) OBSERVATION is a classroom visit (duration usually the length of a class period) by an evaluator to view the instructional activities of the teacher.
2. INFORMAL (short) OBSERVATION is a short visitation (duration usually 10-15 minutes) by the evaluator to observe the teacher in any of the domain areas.
3. ARTIFACTS are materials that relate to or affect instruction, e.g. lesson plans, assessments, unit planning materials, study guides, worksheets, homework assignments, student work, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, IB portfolios, learning management system, PowerSchool and other materials of a similar nature.

GLOSSARY OF TERMS

Probationary Teacher: a teacher who does not have 3 summary performance levels of Effective or Highly Effective within a 5-year period OR a professional teacher who receives an Ineffective performance level.

Professional Teacher: a teacher who receives 3 summary performance levels of Effective or Highly Effective within a 5-year period.

Formal Observation: is a classroom visit (duration usually the length of a class period) by an evaluator to

view the instructional activities of the teacher.

Informal Observation: A short visitation (duration usually 10-15 minutes) to observe the teacher in any of the domain areas (to be used as needed to document attainment of performance expectations). A copy of the informal observation notes will be given to the teacher. A post-informal observation conference may be requested by the evaluator or the teacher.

Artifact Review: looking over the materials that relate to or affect instruction, e.g. lesson plans, assessments, unit planning materials, study guides, worksheets, homework assignments, student work, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, IB portfolios, and other materials of a similar nature.

Domain: One of the large areas in the Teacher Effectiveness Rubric (TER). They are Domain 1: Planning and Preparation, Domain 2: The Learning Environment, Domain 3: Effective Instruction, and Domain 4: Professional Responsibilities.

Performance Levels: The overall levels identified on the Teacher Effectiveness Rubric: Ineffective, Improvement Necessary, Effective and Highly Effective.

RECOMMENDED METHODS OF FEEDBACK - (evaluator's recommendations for improvement)

Ineffective for Summative TER

- Formal "Improvement Plan" with proper timelines and guidance. (plan identified later in this document)

Needs Improvement for Summative TER

- Formal "Improvement Plan" with proper timelines and guidance. (plan identified later in this document)

Ineffective in a Domain

- "Communication of Serious Concern" to include:
Identification of concern and suggested methods to improve.

Ineffective in a Teaching Area

- "Communication of Major Concern" to include:
Identification of concern and suggested methods to improve.

Needs Improvement in a Domain

- "Communication of Concern" to include:
Identification of concern and suggested methods to improve.

Needs Improvement in a Teaching Area

- "Communication of Minor Concern" to include:

Identification of concern and suggested methods to improve.

Teacher Evaluation Timeline **2024-2025 School Year**

Pre-Conference

- Meet with evaluator
- Complete by October 4, 2024 [*first observation may be before the pre-conference]

First Short Observation

- 10-15 minutes
- Unannounced classroom visit
- Written feedback within 2 school days
- Complete by December 13, 2024

First Long Observation

- 40 minutes minimum
- Unannounced/announced classroom visit
- Written feedback within 5 school days
- Complete by December 13, 2024

Mid-Year Evaluation Review (IF NEEDED)

- Conference with evaluator
- Complete by January 17, 2025
- At the mid-year conference, the evaluator will notify the teacher if more observation/evidence is needed

Second Short Observation (IF NEEDED)

- 10 to 15 minutes
- Unannounced classroom visit
- Written feedback within 2 school days
- Complete by May 9, 2025

Second Long Observation (IF NEEDED)

- 40 minutes minimum
- Scheduled classroom visit
- Written feedback within 5 school days
- Complete by May 9, 2025

Collection and Review of Artifacts/ Documentation

- Request from evaluator for additional artifact/documentation May 2, 2025
- Teacher documentation submission due by May 9, 2025
- Evaluator completes Teacher Effectiveness Rubric by May 27, 2025 (Teacher Work Day)

Post Conference

- Meet with evaluator to discuss Teacher Effectiveness Rubric
- Evaluator discusses future assignments/status with employee
- Effectiveness Rubric signed by employee and evaluator
- Complete no later than May 27, 2025 (Teacher Work Day)

Domain 1: Planning and Preparation

<u>Teaching Area</u>	<u>1 Ineffective</u>	<u>2 Improvement Necessary</u>	<u>3 Effective</u>	<u>4 Highly Effective</u>
1.1 Prepares daily and weekly lesson plans	The teacher does not provide plans for instruction	The teacher occasionally plans quality lessons of instruction	The teacher regularly plans quality, sequential / continuous lessons of instruction	Level 3 plus: Teacher provides a record of lesson plans online Teacher provides links for additional resources for students and parents
1.2 Incorporates an understanding of how students develop and learn in the planning of student learning	The teacher does not draw upon knowledge of child development and knows his/her students' educational needs when planning for learning	The teacher occasionally draws upon knowledge of child development and knows his/her students' educational needs when planning for learning	The teacher regularly draws upon knowledge of child development and knows his/her students' educational needs when planning for learning	Level 3 plus both: Teacher adjusts plans to accommodate student needs based on observations, questions, strategies, and/or dialogue Teacher plans lessons to connect with current culture / real word situations / prior knowledge
1.3 Uses a variety (2 or more) planning resources (content-related, instructional strategies, learning theory, educational research)	The teacher does not use a variety of resources to plan for learning	The teacher occasionally uses a variety of resources to plan for learning	The teacher regularly uses a variety of resources to plan for learning	Level 3 plus both: Teacher records and retains resource materials / information for future use Teacher finds resources to create lessons which connect with current / real world situations / prior knowledge
1.4 Plans and prepares for the needs of students	The teacher does not prepare lessons addressing the learning needs of the students Teacher fails to modify tests, homework and reading instruction per student IEPs	The teacher occasionally prepares lessons addressing the individual and class specific needs of students Teacher refers to printed student IEPs but may not communicate or comply with building-level special educators	The teacher prepares lessons addressing the learning needs of corporation identified students (special education, high ability, honors, response to intervention, advanced placement, advanced college placement) Teacher modifies tests, homework and reading instruction per student IEPs	Level 3 plus all of the following: The teacher prepares lessons addressing the individual and class specific needs of students Teacher refers to student IEPs and consults with building level special educators regarding students in his/her class(es) Teacher provides remediation and/or enrichment activities
1.5 Follows state standards (core curriculum) maps.	The teacher does not follow current state standards (core curriculum) maps	The teacher occasionally follows current state standards (core curriculum) maps	The teacher regularly follows current state standards (core curriculum) maps The teacher communicates	Level 3 plus both: Teacher documents current standards that have been addressed

			with the students how the lessons / units align with current standards	Teacher communicates lesson objectives with students in a way that the students can explain what they are learning and why it is important, beyond repeating that stated objective
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Domain 2: Learning Environment

<u>Teaching Area</u>	<u>1 Ineffective</u>	<u>2 Improvement Necessary</u>	<u>3 Effective</u>	<u>4 Highly Effective</u>
2.1 Sets clear expectations for academic success	<p>Teacher does not set clear expectations</p> <p>Teacher does not redirect students who are off-task or have given up when work is challenging</p> <p>Teacher does not show concern for students who are generally afraid to take on challenges and risks (hesitant to ask for help when needed or give-up easily)</p> <p>Teacher does not celebrate academic work or good behavior</p>	<p>Teacher may set clear expectations for some but not for others</p> <p>Teacher occasionally redirects students who are off-task or have given up when work is challenging</p> <p>Teacher shows occasional concern for students who may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)</p> <p>Teacher attends to individual education plans (IEP)</p>	<p>Teacher sets clear expectations for students</p> <p>Teacher encourages students to be invested in their work and value academic success as evidenced by their effort and quality of their work</p> <p>Teacher creates a safe place for students to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)</p> <p>Teacher celebrates high quality academic work</p> <p>Teacher attends to individual education plans (IEP)</p> <p>Teacher writes and/or posts expectations in the classroom</p>	<p>Level 3 plus two or more:</p> <p>Teacher sets clear expectations by giving supportive comments</p> <p>Teacher asks higher-level scaffolding questions</p> <p>Teacher assigns appropriate and rigorous assignments</p> <p>Teacher writes and/or posts expectations online, utilizing the LMS system and/or daily agenda</p>
2.2 Manages Learning Environment Procedures	<p>Teacher fails to exhibit classroom routines from beginning to end</p> <p>Teacher fails to facilitate student participation in activities, discussion and other classroom requirements</p> <p>Teacher provides minimal instructional time</p> <p>Teacher fails to use transitions</p> <p>Teacher fails to prompt students to keep on task</p>	<p>Teacher is inconsistent in managing classroom routines from beginning to end</p> <p>Teacher minimally facilitates student participation in activities, discussion and other classroom requirements</p> <p>Teacher provides minimal instructional time on activities relevant to standards/curriculum</p> <p>Teacher has ineffective transitions</p>	<p>Teacher effectively manages classroom routines</p> <p>Teacher engages most students in meaningful work</p> <p>Teacher facilitates student participation in activities, discussion and other classroom requirements</p> <p>Teacher maximizes instructional time on activities relevant to standards/curriculum</p> <p>Teacher orchestrates effective transitions</p>	<p>Level 3 plus both:</p> <p>Teacher engages students with meaningful activities from bell to bell / throughout the instructional time frame</p> <p>Teacher encourages students to share responsibility for operations and routines</p>

		Teacher is inconsistent with prompting students to stay on task	Teacher keeps students on task	
2.3 Manages Student Behavior (see notes 1 and 2)	<p>Teacher does not reinforce positive behavior</p> <p>Teacher does not address negative behavior</p> <p>Teacher does not follow school's policy for enforcing student code of conduct</p>	<p>Teacher occasionally reinforces positive character and behavior</p> <p>Teacher occasionally uses consequences to discourage negative behavior</p> <p>Teacher occasionally follows school's policy for enforcing student code of conduct</p>	<p>Teacher regularly reinforces positive character and behavior (classroom incentives, bear positives, verbal praise, written comments)</p> <p>Teacher uses consequences appropriately to discourage negative behavior (verbal, moving in class, discussing with administrator / counselor / other staff, or parent contact)</p> <p>Teacher follows school's policy for enforcing student code of conduct (ie. seating chart, discussing behavior with student, clear classroom rules, follows student behavior plan or classroom behavior incentives)</p> <p>Teacher records / documents student behaviors which disrupt class (this is a log kept before the referral process ie. strikes / PowerSchool)</p>	Teacher is proactive in dealing with disruptive behavior by creating and following a detailed, individualized, behavior plan and communicating with parents (grouping, seating, modification plan, etc.). This is done prior to the referral process
2.4 Maintains an area that promotes learning Classroom encompasses online learning as well as physical classroom spaces(s)	<p>The teacher does not display evidence of students attaining learning objectives</p> <p>Walls or bulletin boards or cabinets are bare</p>	<p>The teacher occasionally displays evidence of students attaining learning objectives</p> <p>Wall or bulletin boards or cabinets decorated but do not promote learning</p>	<p>The teacher regularly displays evidence of students attaining learning objectives</p> <p>Walls or bulletin boards or cabinets decorated so as to promote subject matter learning</p>	<p>Level 3 plus both:</p> <p>Teacher skillfully uses resources to enrich student learning</p> <p>Teacher makes the school and public aware of positive student learning experiences and behaviors (this could include the use of social media outlets, newsletters, videos, etc.)</p>
2.5 Maintains a safe classroom environment	Immediate safety issues reoccur and building safety policies are rarely observed being followed	Immediate safety issues are present and building safety policies are occasionally observed being followed	<p>No immediate safety issues are present and building safety policies are observed being followed</p> <p>Teacher communicates safety policies and procedures with students (ie. posted in classroom)</p>	Teacher communicates safety procedures and policies in such a way that students are able to explain what those are and why they are needed

1. The overall indicator of success is that the classroom runs smoothly so that time can be spent on instruction.

2. It should be understood that a teacher can have disruptive students no matter how effective s/he may be. However, an effective teacher should be able to minimize disruptions amongst these students, and when disruptions do occur; the teacher handles them with minimal interruptions to the learning of other students.

Domain 3: Effective Instruction

<u>Teaching Area</u>	<u>1 Ineffective</u>	<u>2 Improvement Necessary</u>	<u>3 Effective</u>	<u>4 Highly Effective</u>
3.1 Knows subject and how to teach content to students	<p>Teacher often presents content that is factually incorrect</p> <p>Teacher does not emphasize main ideas and students are often confused about content</p> <p>Expectations are unclear or incoherent and fail to build understanding of key concepts</p>	<p>Teacher is not clear and not organized in communicating the subject to students</p> <p>Teacher sometimes presents content that is factually correct</p> <p>Teacher does not adequately emphasize main ideas and students are sometimes confused about content</p>	<p>Teacher presents content that is factually correct and brings in current research or updated resources</p> <p>Teacher is clear, concise and well organized in communicating the subject to students</p> <p>Teacher emphasizes key points or main ideas in content</p>	<p>Level 3 plus two or more of the following:</p> <p>Teacher demonstrates enthusiasm which promotes student engagement and interest in the content</p> <p>Teacher explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</p> <p>Teacher frequently draws connections between his/her subject knowledge, other disciplines and real world applications</p>
3.2 Utilizes multiple and relevant instructional strategies and resources to teach for understanding (instructional strategies may include levels of questioning, technology use, manipulatives, grouping strategies, and activities) (see note 3)	<p>Teacher uses few instructional strategies and resources to teach for understanding</p>	<p>Teacher uses appropriate instructional strategies and resources to teach for understanding</p>	<p>Teacher uses appropriate instructional strategies and resources to attain a higher level of understanding</p>	<p>Level 3 plus:</p> <p>Teacher uses a variety of appropriate instructional strategies and resources to attain a higher level of understanding</p>
3.3 Engages all students in learning activities (see note 4)	<p>Teacher fails to facilitate student engagement in activities, discussion and other classroom requirements</p> <p>Teacher fails to display understanding of the approaches suitable to student learning of the content</p> <p>Teacher fails to use materials and/or technology or uses them in an ineffective fashion</p>	<p>Teacher minimally facilitates student engagement in activities, discussion and other classroom requirements</p> <p>Teacher plans and practices reflect a limited range of suitable approaches to student learning of the content</p> <p>Teacher makes appropriate use of available materials and/or uses technology with minimal integration</p>	<p>Teacher facilitates student engagement in activities, discussion and other classroom requirements</p> <p>Teacher plans and practices reflect accurate understanding of suitable approaches to student learning of content</p> <p>Teacher makes appropriate use of available materials and technology</p>	<p>Level 3 plus:</p> <p>Lessons progress at an appropriate pace, so that students are engaged and students who finish early have something else meaningful to do</p> <p>Teacher plans and practices reflect a wide range of approaches suitable to student learning of the content</p> <p>Teacher effectively integrates materials and technology as tools to engage students in academic content on a regular basis (ie. manipulatives, whiteboards, games, etc.)</p>

<p>3.4 Helps students deepen new knowledge by frequent assessments for understanding (formative assessment may include: oral feedback, quizzes, quickwrites, chapter tests)</p>	<p>Teacher does not assess for understanding</p> <p>Teacher fails to address class wide lack of understanding by restating or rephrasing instruction</p> <p>During teacher guided discussions, teacher fails to give students chances to respond by using wait time to think through the answer</p>	<p>Teacher sometimes assesses understanding to adjust instruction</p> <p>Teacher fails to restate or rephrase instruction in multiple ways to increase understanding</p> <p>During teacher guided discussions, teacher may not provide enough wait time after posing a question for students to think through the answer</p>	<p>Teacher conducts frequent assessments for understanding to adjust instruction</p> <p>Teacher advances content and instructional knowledge to accommodate class wide understanding</p> <p>During teacher guided discussions, teacher effectively incorporates wait time and helps students think through the answer</p>	<p>Level 3 plus:</p> <p>Teacher assesses understanding by asking pertinent scaffold questions that push thinking</p> <p>Teacher uses higher level open-ended questions that clarify and assess student understanding of material</p>
<p>3.5 Assesses student learning levels and adjusts instructional practices for student success (summative assessments may include: unit tests, projects, papers, semester exams, acuity, standardized tests, benchmark tests, Star Reading quarterly assessments)</p>	<p>Teacher does not use methods of summative assessment to engage learners in their own growth</p> <p>Teacher does not document learner progress</p>	<p>Teacher sometimes uses multiple methods of summative assessments to engage learners in their own growth</p> <p>Teacher sometimes documents learner progress and attempts to use the information to guide ongoing planning and instruction</p>	<p>Teacher uses multiple methods of summative assessments to engage learners in their own growth</p> <p>Teacher documents learner progress and uses the information to guide ongoing planning and instruction</p>	<p>Level 3 plus:</p> <p>Teacher uses data analysis of student progress to drive lesson planning</p> <p>Teacher uses checks for understanding for additional data points</p>

3. Resources are calculators, Elmo, manipulatives, equipment, computer labs, etc. Multiple and relevant instructional strategies may occur either in a single class period or over a period of time.

4. Technology means computers, fitness equipment, calculators, audio/visuals, instruments, Elmos/projectors, cell phones, Chromebooks, iPads, iPods, tablets, laptops, cameras, etc.

Domain 4: Professional Responsibilities

<u>Teaching Area</u>	<u>1</u> <u>Ineffective</u>	<u>2</u> <u>Improvement Necessary</u>	<u>3</u> <u>Effective</u>	<u>4</u> <u>Highly Effective</u>
<p>4.1 Maintains accurate records (student data)</p>	<p>Teacher rarely or never uses the school or state provided tracking system to record student assessment/progress data and/or has no discernible grading system</p>	<p>Teacher uses the school or state provided tracking system to record student assessment/progress but does not do so in a manner conducive to school administrator mandated time frame</p>	<p>Teacher uses the school or state provided tracking system to record student assessment/progress and complies with school administrator mandated time frame</p>	<p>Level 3 plus:</p> <p>Teacher uses the student records to guide class content, standard performance, standardized test progress, individual student progress, OR class progress</p>
<p>4.2 Communicates with students, parents/guardians, and/or stakeholders</p>	<p>Teacher rarely or never participates in opportunities to interact with students, parents/guardians, and/or stakeholders</p>	<p>Teacher participates in one or two opportunities to interact with students, parents/guardians, and/or stakeholders</p>	<p>Teacher regularly participates in opportunities to interact with students, parents/guardians, and/or stakeholders</p> <p>Teacher keeps a log of communication with parents / guardians and/or stakeholders</p>	<p>Level 3 plus:</p> <p>Teacher initiates and promotes two-way communication with students' families on learning issues and on individual student progress</p>

<p>4.3 Collaborates with corporation colleagues</p>	<p>Teacher rarely or never participates in opportunities to work with local / corporation / building level colleagues</p>	<p>Teacher occasionally participates in opportunities to work with local / corporation / building level colleagues</p> <p>Teacher does not seek to provide other teachers with assistance when needed or regularly does not seek out opportunities to work with others</p>	<p>Teacher regularly participates in opportunities to work with local / corporation / building level colleagues</p> <p>Teacher asks for assistance and provides others with assistance when needed.</p>	<p>Level 3 plus one or more:</p> <p>Teacher takes a leadership roles within collaborative groups</p> <p>Teacher volunteers to make major contributions in collaborative groups</p> <p>Teacher regularly collaborates with colleagues to improve the educational environment within the school or school corporation</p> <p>Teacher mentors peers through professional situations</p>
<p>4.4. Complies with state regulations, corporation, and school policies and procedures</p>	<p>Teacher rarely or never follows state, corporation, and/or school policies and procedures</p>	<p>Teacher inconsistently follows state, corporation, and / or school policies and procedures (this includes but is not limited to a pattern of unexcused absences, on-time arrival, professional attire, respectfulness of all school personnel and stakeholders)</p>	<p>Teacher regularly follows state, corporation, and / or school policies and procedures (this includes but is not limited to a pattern of unexcused absences, on-time arrival, professional attire, respectfulness of all school personnel and stakeholders)</p>	<p>Level 3 plus:</p> <p>Teacher actively participates in improving state, corporation, and school policies and procedures (ie. committee work)</p>
<p>4.5 Grows and develops professionally</p>	<p>Teacher rarely or never attends mandatory professional development opportunities</p> <p>Teacher shows little or no interest in exploring new ideas, programs, or classes to improve teaching and learning</p>	<p>Teacher attends mandatory professional development opportunities</p> <p>Teacher shows interest in exploring new ideas, programs, or classes to improve teaching and learning with little or no implementation</p>	<p>Teacher shares new ideas and / or attempts to implement new ideas / practices with school / corporation colleagues</p> <p>Teacher actively pursues the exploration of new ideas</p>	<p>Level 3 plus one or more:</p> <p>Teacher seeks out opportunities to lead professional development sessions</p> <p>Teacher shares newly learned knowledge by publishing articles or blogs about the topic</p>

Teacher Evaluation Rubric (TER)

Step 1: List points earned in each domain.

Domain 1: Planning and Preparation _____/20 X 10 = _____ (10%)

Domain 2: Learning Environment _____/20 X 30 = _____ (30%)

Domain 3: Effective Instruction _____/20 X 40 = _____ (40%)

Domain 4: Professional Responsibilities _____/20 X 20 = _____ (20%)

Points Total (100) _____

Step 2: Divide the total points by 25. TER = _____

The TER score should not be rounded when transferred to the
SUMMATIVE TEACHER PERFORMANCE RATING.

SUMMATIVE TEACHER PERFORMANCE PROCESS RATING

2024-2025 School Year

Teacher Effectiveness Rubric (TER) = 100%

TER _____ x 100% = _____

TOTAL = _____

_____ Highly Effective (3.5-4) _____ Effective (2.5-3.4) _____ Improvement Necessary (1.7-2.4) _____ Ineffective (1-1.6)

NOTE: Round to the nearest tenth (.1) Examples: 3.49 rounds to 3.5, 3.43 rounds to 3.4.

SUMMATIVE TEACHER PERFORMANCE PROCESS RATING _____

Plan of Assistance for *Improvement Necessary* Performance Level

If a teacher's effectiveness rubric performance level is ***Improvement Necessary***, the evaluator will meet with the teacher to determine a plan of assistance.

A plan of assistance shall be established between the evaluator and the teacher to include the following:

Plan Components	Action
1. Review the specific performance expectation(s) not being met using the Teacher Effectiveness Rubric domain indicators that apply to the performance expectation(s) not being met	
2. Determine a system for monitoring the teacher's plan of assistance	
3. Determine resources and support needed	
4. Determine the date by which the plan must be completed	
5. Determine the use of the teacher's license renewal credits to be used for professional development to implement the plan of assistance if appropriate.	
6. Determine the date of the Teacher Effectiveness Rubric Performance Levels Conference	

The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher after ninety school days. At this conference, the evaluator will make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to continue on plan of assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance for *Improvement Necessary* performance level, the evaluator will inform the building principal, and inform the teacher of their rights of representation and due process.

Plan of Assistance for *Ineffective* Performance Level

If a teacher's effectiveness rubric performance level is ***Ineffective***, the evaluator will meet with the teacher to determine a plan of assistance.

A plan of assistance shall be established between the evaluator and the teacher to include the following:

Plan Components	Action
1. Review the specific performance expectation(s) not being met using the Teacher Effectiveness Rubric domain indicators that apply to the performance expectation(s) not being met	
2. Determine a system for monitoring the teacher's plan of assistance	
3. Determine resources and support needed	
4. Determine the date by which the plan must be completed	
5. Determine the use of the teacher's license renewal credits to be used for professional development to implement the plan of assistance if appropriate.	
6. Determine the date of the Teacher Effectiveness Rubric Performance Levels Conference	

The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher after ninety school days. At this conference, the evaluator will make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to continue on plan of assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance for Improvement Necessary performance level, the evaluator will inform the building principal, and inform the teacher of their rights of representation and due process.

Plan of Assistance for “An Area of Concern”

If a teacher has an “Area of Concern” that is identified by the evaluator, the evaluator shall meet with the teacher to determine a plan of assistance.

A plan of assistance shall be established between the evaluator and the teacher to include the following:

Plan Components	Action
1. Review the specific performance expectation(s) not being met using the Teacher Effectiveness Rubric domain indicators that apply to the performance expectation(s) not being met	
2. Determine a system for monitoring the teacher's plan of assistance	
3. Determine resources and support needed	
4. Determine the date by which the plan must be completed	
5. Determine the use of the teacher’s license renewal credits to be used for professional development to implement the plan of assistance if appropriate.	
6. Determine the date of the Teacher Effectiveness Rubric Performance Levels Conference	

The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher after ninety school days. At this conference, the evaluator will make a judgment as to whether the teacher has progressed to an acceptable level concerning this “Area of Concern” or will be required to continue on this plan of assistance.

Whenever a teacher is required to have a Plan of Assistance for “*An Area of Concern*”, the evaluator will inform the building principal, and inform the teacher of their rights of representation and due process.