

Center Grove Community School Corporation

Greenwood, IN



Certified Staff Evaluation Handbook

Empowering Effective Teachers

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Table of Contents

Purpose & Mission Statements	3
Part 1: Introduction	
A. Evaluation Process Overview	4
B. Evaluation Components	4
Part 2: Documentation Sources for Teacher Evaluation	
A. Data Sources Involved in the Process	5
B. Observations	6
Charlotte Danielson Framework for Teaching	7
Domain 4 General Guidelines	7
Observation Process	8
Prorated Table for Teacher Observations	9
C. Teacher Evidence Report	10
D. Alignment of Domains with Multiple Data Sources	10
Part 3: Final Ranking	
A. Process Overview	10
B. Timeline	11
C. Teacher Assistance Program	12
D. Additional Considerations	14
Part 4: Professional Development	
A. Professional Development Philosophy	15
B. Administrator Training	15
C. New Teachers or Teachers New to CGCSC	15

Part 5: Acknowledgements

Part 6: Appendix

Purpose of Handbook

The purpose of this handbook is to outline the Center Grove Community School teacher evaluation process. This handbook serves as a reference tool to help teachers, peers, mentors, and administrators understand the corporation's processes for observing, documenting, and evaluating classroom instruction and overall teacher performance. This handbook should be used to better understand the components of the teacher evaluation process, the classroom observation process, and the Framework for Effective Teaching Rubric.

Mission Statement

Center Grove Community Schools are responsible for setting high expectations for all students and providing the environment, instruction, and support to ensure that all students are learning and achieving as measured by rigorous standards. Research shows that teacher effectiveness is both the most influential and the most controllable factor affecting student achievement. Therefore, our goal is to promote effective teaching in every classroom by identifying and rewarding effective teaching across our district. We intend to elevate the teaching profession by supporting teachers' professional development and helping teachers excel as professionals. We believe that by helping teachers excel, students will achieve more, and when students achieve more, our entire community benefits. Also, as a school community, we will support teacher development in three main ways: Evaluation, Professional Development, and Compensation.

1. *Evaluation:* We are evaluating teacher performance based on multiple sources of input:
 - a. Principal / School Administrator observations
 - b. Student Achievement Data as specified in the Schoolwide Learning Measure
 - c. Evidence presented by teacher in their Evidence Report

By considering input from various sources and through multiple observations, we gain a more comprehensive picture of a teacher's practice. We can therefore achieve a fair and substantive evaluation. We can also improve our ability as a district to support our students' growth by capturing and implementing best practices from outstanding teachers.

2. *Professional Development:* The evaluation process is both formative and summative. Through classroom observations, administrators can help teachers identify areas to reinforce in order to improve their practice. Classroom observation and evaluation results may be used to help teachers set training and professional development paths that support the continuous improvement of their practice. Furthermore, teacher observation and evaluation ratings may be aggregated at the corporation and school levels to help identify systemic gaps and needs, and, ultimately, to support and drive school improvement planning.

3. *Compensation*: UTACG, School Board, and district administration will work together through Collective Bargaining on teacher compensation.

Part 1: Introduction

A. Evaluation Process Overview

The Center Grove Community School Corporation **Teacher Evaluation System** (CGTES) uses the Charlotte Danielson framework (rubric) for collecting and presenting data to document performance. The CGTES provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback and continued professional support.

The primary purposes of CGTES process are to:

- Optimize student learning and growth
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Center Grove Community Schools,
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth, and
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

The distinguishing characteristics of CGTES are the following:

- a focus on the relationship between professional performance and improved learner academic achievement,
- sample performance indicators for each of the teacher performance competencies,
- a system for documenting teacher performance based on more than one data source,
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process, and
- a support system for providing assistance when needed.

B. Evaluation Components

Administrators evaluate teachers based on information gathered from classroom observations as well as teacher produced artifacts that demonstrate professional responsibilities. Administrators evaluate all of the components in Domains 1, 2, 3, and 4 of the evaluation rubric (See “Charlotte Danielson Framework for Teaching” section) as “Highly Effective” “Effective”, “Needs Improvement” or “Ineffective”. The point values assigned to the Domain Ratings (1, 2, 3, 4) are given a weighted value,

based on the agreed upon weighting configuration and then averaged to produce an overall teacher effectiveness rating. A copy of the scale showing numeric cutoffs and labeling is located on page 5. **NOTE:** some certified positions have rubrics different from the TER; thus, some information may not apply or will apply differently.

The domains and their weights are:

Domain 1 Purposeful Planning	Domain 2 Effective Instruction	Domain 3 Teacher Leadership	Domain 4 Professionalism
30%	40%	15%	15%

All Veteran Teachers

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0	1.99/2.00	2.99/3.00	3.74/3.75
			4.0

All Teachers in First Year at Center Grove

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0	1.39/1.4	1.789/1.8	3.74/3.75
			4.0

Part 2: Documentation Sources for Teacher Evaluation

A. Data Sources Involved in the Process

DATA SOURCE	DEFINITION
Observations	Classroom observations provide key information on several of the specific indicators of each competency. Observations will be based on a teacher’s final evaluation rating from the previous year. Teachers new to CGCSC will be observed nine times during their probationary period of one year. All teachers are always welcome to invite an administrator into the classroom more than the required amount, and an administrator may visit a teacher more than the required amount at their discretion.

Observations (continued)	Formal Observations Scheduled 45 minute observations focus on flow, engagement, transition, content, differentiation of learning, and other Best Practices within a complete lesson or class period as reflected in Domain 2 of the teacher rubric, but may also include indicators from Domain 1 or 3 if they are observed.	Informal Observations Provide more frequent information on a wider variety of contributions made by the teacher. As these are short (5 or 15 minutes), evaluators are encouraged to conduct observations by visiting classrooms during high instruction times in order to grasp information that will help them discern a teacher’s best teaching practices.
Teacher Evidence Report	The Teacher Evidence Report is generated by the teacher for each of the Domains 1- 3. The Evidence Report includes teacher-selected artifacts that provide evidence of meeting selected indicators that were NOT previously observed in the classroom by the administrator or to provide artifacts to be considered for a higher ranking.	
Final Ranking	Administrators tally the observation marks accumulated throughout the year and consider the teacher's evidence then make an evaluative ranking per competency and domain with the rubric using professional judgment. These results are then shared with the teachers in an End-of-the-Year exit conference.	

B. Observations

This section provides an overview of the Charlotte Danielson Framework for Effective Teaching and a description of the district’s formal and informal classroom observation processes. Classroom observations are essential to the teacher evaluation process. Evaluators (supervisors and administrators) conduct **formal** classroom observations to gather and document evidence of effective teaching. Additionally, in order to gather more information, evaluators or observers also conduct **informal** classroom observations to get quick snapshots of daily activities.

- **Formal observations** are announced, 45 minutes in length, and encompass one complete lesson.
- **Informal and unannounced observations** often focus only on one Domain.
- Ratings from formal and informal observations are finalized in a timely fashion and sent to the teacher for their review. *Teachers are given the opportunity to view the observation indicators observed and respond to the administrator if there are any questions.

It is important to note that administrators are not required to score teachers after any given observation. Observations are the opportunity for them to provide a clear, concise account of what occurred in the classroom. Subjective comments can be made at the bottom of the observation form in the Final Comments box.

After the observation (or during), the administrator will match actions in the class that were observed to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback. These marked indicators will be tallied throughout the year so the administrator has a “big-picture” of a teacher’s capabilities.

Charlotte Danielson Framework for Teaching

The Charlotte Danielson Framework for Teaching encompasses the foundational ideas on which the observation process is based, and it guides how CGCSC defines effective teaching. Many schools and districts across the nation and around the world use this framework to help define effective teaching. The framework offers a description of practices that, based on research and empirical evidence, have been shown to promote student learning.

The Charlotte Danielson Framework for Teaching consists of four Domains, each with five to six competencies of teaching. This framework serves as the guide for rating classroom observations in our corporation. The domains and their competencies are described below:

<p>Domain 1: Purposeful Designing</p> <ul style="list-style-type: none"> 1.1 Use Data for Purposeful Planning 1.2 Set Measurable Achievement Goals 1.3 Develop Standards-Based Plans and Assessments 1.4 Create Objective Driven Plans and Assessments 1.5 Track Student Goals and Analyze Progress 	<p>Domain 2: Effective Instruction</p> <ul style="list-style-type: none"> 2.1 Develop Student Understanding of Objectives 2.2 Engage Students in Academic Content 2.3 Exhibit Knowledge of Content 2.4 Check for Understanding and Modify as Needed 2.5 Maximize Instructional Time 2.6 Create Classroom Culture of Respect and Collaboration 2.7 Set High Expectations for Academic Success
<p>Domain 3: Teacher Leadership</p> <ul style="list-style-type: none"> 3.1 Contribute to School/District Culture 3.2 Collaborate with Peers 3.3 Implement Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Communicate with Families 	<p>Domain 4: Professionalism</p> <ul style="list-style-type: none"> 4.1 Attendance 4.2 Arrival/Dismissal Guidelines 4.3 Policies, Procedures, and Expectations 4.4 Respect 4.5 District/Building Goals

Domain 4 General Guidelines

The following should serve as a guideline for evaluating Domain 4:

This domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Meets Standard and Does Not Meet Standard. The administrator uses available information and professional judgment to decide if a teacher has met the standards for the four indicators. **It is assumed** that each and every teacher throughout the year **will** meet the guidelines stated in Domain 4 and receive the full point value for it or until proven otherwise.

Administrators will note teachers that are not meeting the guidelines and discuss it with them as needed.

Observation Process

Classroom observations are one essential piece of the teacher evaluation process. Data collected from these observations is tallied and used to determine evaluation ratings, as well as, to help prescribe and track professional development. The number of observations a teacher receives annually is determined by the final evaluation rating received from the previous year (unless they fit into the top category.)

Categories	5-7 minute observation (CWT) - unannounced 15 minute observation - unannounced 45 minute observation - scheduled time
<ul style="list-style-type: none"> ✓ Teachers New to CG ✓ Teacher Returning from a Leave and no evaluation from the previous year ✓ Teacher changing assignment that has a different evaluation rubric 	6, 5 min observations 2, 15 min observations 1, 45 min observation
Rating from Previous Year for Veteran Teachers	5-7 minute observation - unannounced 15 minute observation - unannounced 45 minute observation - scheduled time
Ineffective Score of 1.0-1.99	6, 5 min observations 2, 15 min observations 1, 45 min observation
Needs Improvement Score of 2.0-2.99	6, 5 minute observations 2, 15 min observations 1, 45 min observation
Effective Score of 3.0-3.749	3, 5 minute observations 1, 15 min observation 1, 45 min observation
Highly Effective Score of 3.75-4.0	3, 5 min observations 1, 45 min observation

Prorated Days Table

Working Days	30-44 Days Present	45-89 Days Present	90-134 Days Present	135-180 Days Present
Evaluation Status	No Evaluation, Feedback Given	No Evaluation, Feedback Given	Evaluation and Eligible for Row Advancement	Evaluation and Eligible for Row Advancement
	Observations (type & number)			
New Teacher Teacher Returning from a Leave (with no evaluation from previous year)	2, 5 min 1, 15 min 1, 45 min (if requested)	3, 5 min 2, 15 min 1, 45 min (if requested)	4, 5 min 2, 15 min 1, 45 min	6, 5 min 2, 15 min 1, 45 min
Needs Improvement	2, 5 min 2, 15 min 1, 45 min (if requested)	3, 5 min 2, 15 min 1, 45 min (if requested)	4, 5 min 2, 15 min 1, 45 min	6, 5 min 2, 15 min 1, 45 min
Effective	1, 5 min 1, 15 min 1, 45 minute (if requested)	2, 5 min 2, 15 min 1, 45 minute (if requested)	3, 5 min 0, 15 min 1, 45 minute	3, 5 min 1, 15 min 1, 45 minute
Highly Effective	2, 5 min 0, 15 min 1, 45 minute (if requested)	3, 5 min 0, 15 min 1, 45 minute (if requested)	2, 5 min 0, 15 min 1, 45 minute	3, 5 min 0, 15 min 1, 45 minute

Special Notes:

- To receive a finalized evaluation, a teacher must work ninety (90) or more days within the school year and have formal observations.
- If working thirty (30) to ninety (90) days, a teacher will be observed and receive administrative feedback but will not receive a finalized, formal evaluation.
- For a teacher working less than thirty (30) days, a teacher can request to be observed and receive feedback from an administrator
- When special circumstances arise and a teacher must take a pre-planned or sudden leave from work, the teacher and building principal will meet to discuss the implications on the evaluation process, and make appropriate arrangements as needed. For members, UTACG representation is appropriate and is the choice of the teacher.
- Row advancement is determined during Collective Bargaining. If row advancement is included in the terms of the contract, teachers would be eligible for row advancement only if they

received a finalized evaluation from Center Grove for the school year prior and were rated effective or highly effective. [Refer to Master Contract Article 3B Salary Schedule movement.]

- After the start of the school year, if a teacher changes to an assignment that uses a different evaluation rubric, the Assistant Superintendent (or designee), principal, and teacher will discuss the appropriate process, number of observations, and rubric for that year's evaluation.

C. Teacher Evidence Report/Artifacts and/or Domain 1 & 3 Meeting

The purpose of the Teacher Evidence Report is for a teacher to provide evidence of performance related to specific indicators in each competency on the Teacher Evaluation rubric so the administrator considers “a teacher’s voice” when making a final evaluation ranking. The Teacher Evidence Report/Artifacts are generated by the teacher for each indicator of Domains 1-3 that were NOT previously observed in the classroom by the administrator or to provide artifacts to be considered for a higher ranking.

The Teacher Evidence Report/Artifacts:

- is only ONE component of the multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation;
- is a collection of artifacts that result from regular and current classroom instruction or professional development;
- includes only ONE artifact for any indicator NOT observed or submitted for consideration for a higher ranking on any one indicator; one additional artifact may be submitted within 48 hours after notification that the first artifact was not accepted (teacher will communicate via email with administrator when an artifact is uploaded in Standards for Success).

Domain 1 & 3 Meeting:

- is an optional component of the multi-source evaluation process;
- is a meeting between a teacher and the administrator who serves as primary evaluator;
- is a chance for a teacher to share artifacts regarding instructional planning, teaching practices, professional development, and other areas within the rubric.

D. Alignment of Domains with Multiple Data Sources

Some indicators, competencies, and Domains from the Teacher Evaluation Rubric are best documented through observation; others may require additional documentation techniques. Therefore, multiple data sources are used to get a better understanding of teacher performance and student growth.

Part 3: Final Ranking

A. Process Overview

At the end of the year, administrators must determine a final, teacher effectiveness rubric rating and then discuss this rating with teachers during the end-of-the-year conference. The final teacher effectiveness rating will be calculated by the administrator in the four step process below.

1. Compile ratings and notes from observations, conferences, and other sources of information.
2. Use professional judgment to establish final ratings in Domains 1-4.

3. Use established weights to summarize four domain ratings into one overall rating.
4. This final rating is located on the CGCSC Teacher Effectiveness scale (see page 5).

Step 1: Compile ratings and notes from observations, conferences, and other sources of information.

By the end of the school year, administrators should have collected a body of information representing teacher practice. In addition to notes from observations and conferences, administrators may also have access to materials provided by the teacher such as lesson plans, student work, parent/teacher conference notes, etc. These teacher artifacts will be provided through the Teacher Evidence Report and/or the Domain 1 & 3 meeting. Because of the volume of information to consider for each teacher, administrators may ask for volunteers to turn in their Evidence Reports early, which allows administrators time to thoughtfully consider all evidence.

Step 2: Use professional judgment to establish final ratings in Domains 1-4.

Assessing a teacher’s professional practice requires administrators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how teachers interact with their classes, and synthesizing multiple sources of information into a final rating on a particular competency is inherently more complex than checklists or numerical averages. Accordingly, the process provides a framework for administrators to observe practice and then synthesize what they see in the classroom.

Step 3: Use established weights to summarize four domain ratings into one overall score. Using the Teacher Effectiveness Rubric (TER), administrators will calculate the rating averages for each domain, and then figure a final TER score based on the established domain weighting (see page 5). The administrator will share the evaluation with the teacher at least twenty-four (24) hours prior to the teacher’s evaluation conference.

Step 4: The final rating is determined based on the CGCSC Teacher Effectiveness scale. The administrator will provide the final rating to the teacher (see page 5). The final evaluation score and rating will be forwarded to the Human Resources Department.

B. Timeline

An example of a timeline for the process is shown below. The key parts to the process will remain the same, But dates may vary from year to year depending on the approved corporation calendar.

Due Date	Evaluation Process Activity
July/August	Administrators may conduct Welcome Back classroom visits, and they will distribute information on evaluation process and timeline (Staff PD Day, ER, or other form of communication)
After 1st week of school	Teacher Observations (5 minute observations) can begin. For teachers on the Teacher Assistance Plan, the observation schedule noted in their plan will be followed.
September 1 – May 1	All types of observations can begin.
After January 1	Domain 1 & 3 meetings

April 1	Final Evaluation meetings may be scheduled with teachers who <u>volunteer</u> to meet prior to May 1. For volunteers, Evidence Report/Artifacts are due to your administrator seven (7) working days prior to your scheduled Final Evaluation meeting.
May 1	Final Evaluation meetings will be scheduled with <u>all</u> teachers*. Evidence Report/Artifacts are due to your administrator seven (7) working days prior to the scheduled Final Evaluation meeting.
June 20	All signed Evaluations and related documents are due to the Teaching & Learning Department.

* Note: for a teacher receiving final evaluation but taking a leave prior to May 1 - teacher and administrator may agree to a date for the final evaluation meeting prior to May 1, as is appropriate.

C. Teacher Assistance Program

The Center Grove Community School Corporation *Teacher Assistance Program* is available to assist staff members who, in the judgment of the building principal, need support in the performance of their duties. The building principal will determine if the Teacher Assistance Plan is to be implemented by itself or as a part of the Professional Growth Plan. Additionally, in cases where the Center Grove Community School Corporation determines that the welfare of the students or the school district is adversely affected, or there are violations of any State statute or criminal law involved, the teacher may still be suspended, terminated, or disciplined consistent with due process available to teachers pursuant to the statutes and any rules governing teacher discipline. Under the law, the Teacher Assistance Program in no way precludes the rights of the Center Grove Community School Corporation and its administrative staff to pursue discipline against teachers, but rather offers an alternative course to such discipline. The Teacher Assistance Program is comprised of three levels:

1. Awareness Plan
2. Initial Assistance Plan
3. Intensive Assistance Plan

Level 1: Awareness Plan

The purpose of the Awareness Plan is to improve the teaching process and support the teacher in implementing effective professional practices. Initial discussions of the situation/incident between principal/supervisor and staff member are provided for in this plan. The teachers shall be formally advised by the principal that he/she is entitled to representation, as teachers have a right for UTACG and/or other representation in all meetings regarding professional performance. Association members can choose to include a representative of the United Teachers Association of Center Grove (UTACG); non-members are entitled to bring other representation. Steps for moving to Awareness Plan:

1. Identification of the problem must be made to the teacher in writing.
2. Principal and teacher will meet to discuss concerns, and the principal will get the teacher's input on the support he/she needs for improvement
3. Principal will develop a plan of action to remedy the problems/situation, which shall include a timeline for feedback and review. (NOTE: No Awareness Plan will be in effect longer than 12 months from the implementation date.)

Upon review of progress toward correcting the problem/situation the principal will make the following recommendation:

1. Incident(s)/situation(s) resolved (staff member shall be removed from the Teacher Assistance Program) or
2. Incident(s)/situation(s) not resolved and staff member shall be moved to the Initial Assistance Plan.

Level 2: Initial Assistance Plan

NOTE: While a teacher is in the Initial Assistance Plan, they may not be allowed to hold ECA positions within the school district. This allows the teacher to focus their attention on the improvement plan.

Review of recommendation from the Awareness Plan shall occur.

A *Plan of Action* shall be developed and shall include:

- A. A date to review the implementation of the Plan of Action.
- B. Strategies for resolution of the problem shall be identified and shall include administrative assistance to help the staff member overcome the difficulty/problem.
- C. 1 PGP point will be granted per one hour of additional work.
- D. Indicators of success shall be identified.
- E. A timeline shall be identified.

Upon review of progress toward correcting the problem/situation the principal will make the following recommendation:

- A. Incident(s)/situation(s) resolved (staff member shall be removed from the Teacher Assistance Program) OR
- B. Incident(s)/situation(s) not resolved and staff member shall be moved to the Intensive Assistance Plan. The staff member shall be formally advised by the principal to discuss the situation with a representative of the UTACG. The staff member has a right for UTACG and/or other legal representation in all subsequent meetings.

Level 3: Intensive Assistance Plan

Review of Initial Assistance Plan shall occur. The teacher shall be offered an intensive assistance plan.

A *Remediation Plan* shall be developed and shall include:

- A. A list of what must be accomplished by the teacher.
- B. A list of the professional assistance offered by the district.
- C. 1 PGP point will be granted per one hour of additional work.

- D. A list of the timeline for successful improvement.
- E. A timeline to review the plan.

Upon review of the Intensive Assistance Plan and progress toward correcting the problem(s)/situation(s), the principal will make the following recommendations:

- A. Incident(s)/situation(s) resolved (staff member shall be removed from the Teacher Assistance Program) OR
- B. Incident(s)/situation(s) not resolved and staff member shall be recommended for dismissal.

If the teacher refuses intensive assistance, one of the following options shall occur:

- A. Dismissal shall be recommended.
- B. Other options shall be selected (such as early retirement or resignation).

If a teacher re-enters the Teacher Assistance Plan after having been in it at a previous time, the principal will determine whether they re-enter at Awareness, Initial, or Intensive.

D. Additional Considerations

Ineffective Rating

If a teacher is rated as Ineffective, the building principal will maintain a list of students who were instructed by that teacher and will ensure that those students are not instructed by two consecutive teachers in the school district who have been rated as Ineffective, sharing the class list with other building principals in the district as needed. If it is impossible to avoid instruction by two consecutive ineffective teachers within the district, the building principal of the first ineffective teacher will inform the student's parents of the situation by letter.

A teacher who receives a summative rating of ineffective may file a request in writing for a private conference with the superintendent or the superintendent's designee no later than 5 days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

Negative Impact

Negative impact is characterized by a significant decrease in student achievement and notably low levels of student growth. According to IDOE negative impact is based on two key variables: Mean ISTEP+ Scale Score and Median Student Growth Percentile. IDOE will calculate Indiana Growth Model data (Median Student Growth Percentiles) for all qualifying teachers 4-8. A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. IC 20-28-11.5-4 (c) 6.

For teachers who do not receive Indiana Growth Model data (IGM), Negative Impact on Student Learning is defined by the district as any teacher who is scored in the Ineffective category on their summative evaluation. This will be determined during the evaluation process as a teacher who fails to meet district expectations in academic standards, student ability to demonstrate mastery.

Teachers identified in the category of Negative Impact on Student Learning are not eligible for any performance raise on the corporation's compensation model. Additionally, any teacher rated *Improvement Necessary* but not identified as *Negative Impact* on Student Learning also cannot receive a performance pay increase for the year of the below performance expectation evaluation.

Part 4: Professional Development

A. Professional Development Philosophy

As teachers reflect on their teaching practices and throughout the feedback gathering process, teachers and administrators regularly highlighted the desire for evaluation results to drive professional development offerings. The CGCSC Professional Development team is committed to ensuring that all educators have regular opportunities for targeted, high-quality professional growth. Support takes place in a variety of formats, but always includes tools and resources designed to both capitalize on areas of identified strength as well as address identified areas of need.

B. Administrator Training

All observing administrators participate in training about the overall evaluation process. These meetings are facilitated by the Assistant Superintendent and Special Programs Coordinator. Each agenda is purposefully planned to include a comprehensive study of at least one key component to the process, as well as other leadership methodologies. In addition, administrators regularly calibrated to strengthen their inter-rater reliability.

C. Training for New Teachers or Teachers New to Center Grove Community School Corporation

All teachers new to Center Grove will be invited to the Center Grove Teacher Academy for one year and will be facilitated by the Assistant Superintendent and Special Programs Coordinator, and supported by instructional coaches. This training will provide support to all new teachers to Center Grove and set clear expectations on the instructional culture of the corporation.

Part 5: Acknowledgements

This document serves as a guideline for teachers, administrators, and corporation personnel regarding the Center Grove Community School Corporation teacher evaluation process. Special thanks to the many, many teachers and administrators who willingly collaborated to design this project, and also to those who have spent countless hours improving it over the past several years.

Part 6: Appendix A

Carry-Over of Domains 1 & 3 for Highly Effective Teachers*

Discussed Sept 28, 2021

2021-22 School Year

- All teachers rated Highly Effective (HE) in 2020-21 have the option to carry-over their ratings in Domains 1 & 3.
- If a HE teacher chooses to carry-over these domains, all the indicator ratings will be carried over. No additional artifacts can be considered nor a Domain meeting held for a teacher to improve ratings in these domains. [Note: This option is the default and no communication is required.]
- If a HE teacher wishes to have Domains 1 & 3 evaluated, he/she must make the request to their principal by November 1, 2021.
- Administrators will observe teachers as usual and rate a teacher in Domains 2 & 4.

2022-23 School Year

- A rotation system of carry-over indicators will be established for all teachers rated HE in 2021-22 school year.
 - Half of the HE teachers will be evaluated in Domains 1 & 3 as usual, with artifacts and Domain meetings.
 - Half of the HE teachers will carry-over their ratings from 2020-22 for an additional year.
 - Any HE teacher could be assigned to the re-evaluation list for 2022-23 by making the request to their principal by June 1, 2022.
- The Assistant Superintendent of T&L will select at random the HE teachers who will be placed in each cohort.
 - Cohort A: 2022-23 evaluation of Domains 1 & 3
 - Cohort B: 2022-23 carry-over of Domains 1 & 3
 - HE teachers will be informed of their cohort selection by August 1, 2022.
 - Any HE teacher in cohort B who wishes to have Domains 1 & 3 evaluated must make the request to their principal by August 15, 2022.

2023-24 School Year

- Cohort B: 2023-24 evaluation of Domains 1 & 3
- Cohort A: 2023-24 carry-over of Domains 1 & 3
- Teachers rated HE for the first time in 2022-23 will be added to Cohort A.
- Any HE teacher in cohort A who wishes to have Domains 1 & 3 evaluated must make the request to their principal by August 15, 2023.

The established rotation system will continue with the pattern established above.