



**Beech Grove City Schools
2018-2019**

EVALUATION PLAN

Evaluation Plan 2018-2019

Indiana TAP: An Introduction

In 2010, Beech Grove City Schools joined a cohort of 44 Indiana schools implementing TAP: the System for Teacher and Student Advancement partially funded by the Indiana Department of Education's federal Teacher Incentive Fund (TIF) grant. TAP intentionally aligns systems for promoting, supporting, evaluating & compensating talent to enhance not only teacher effectiveness, but also job satisfaction & collegiality. These aspects also directly affect recruitment & retention of effective educators, particularly in high-need schools & hard-to-staff-subjects. In this way, Indiana TAP schools are pioneering ways for all schools statewide to innovatively develop and reward effective teachers and thereby improve student achievement.

Why the TAP System?

The TAP System, founded in 1999 through the Milken Family Foundation and their non-profit subsidiary, The National Institute for Excellence In Teaching (NIET), currently exists in over 500 schools across the country. TAP is defined by four aligned and related elements: multiple career paths for teachers, instructionally focused accountability, ongoing applied professional growth opportunities, and performance-based compensation. What unites TAP schools is a desire to reform their human capital practices. At the beginning of the 2011-12 academic year, very few of the 44 schools in Indiana had a performance-based compensation system (PBCS) in place or evaluated all of their teachers on an annual basis. Additionally, they did not provide robust career advancement opportunities for teachers or weekly teacher-led, job-embedded professional development. A systemic approach to infusing best practices that focus on high quality instruction and in turn, support student achievement was often missing from schools across Indiana. By implementing the TAP System, the 44 Indiana schools committed to remedying these shortcomings and advancing practice in the classrooms for the benefit of all their students. By implementing TAP, Beech Grove City Schools provided the right incentives and targeted assistance through rigorous evaluation directly tied to individualized professional development in order to restructure practices and revitalize the teaching profession.

Beech Grove City Schools: TAP Implementation Post TIF Grant Expiration

At the conclusion of school year 2014-2015, TIF grant funding for Indiana TAP expired. Beech Grove City Schools engaged in a yearlong process where a committee of teachers and administrators met monthly to develop the new teacher evaluation model for Beech Grove City Schools. The team developed a model titled, "The Career Development Model." This model incorporated the elements of TAP that were fundamental to the continued positive student achievement that had been experienced during the TIF grant cycle of TAP. The model focuses on ten building blocks: Feedback, Career Paths, the TAP Rubric, Professionalism, Cluster, Individual Growth Plans (IGP's), Professional Development, Recruitment, Hiring, and Induction. The plan is centered on four "corners" of feedback: 1) Announced Observation with the TAP Rubric, 2) Paired Video Observation, 3) Unannounced Observation with the TAP Rubric, and 4) Professionalism. The Career Development Model, in its entirety, is attached to this Evaluation Plan within the Appendix.

Annual Evaluations

Requirement: Annual performance evaluations for each certificated employee.

Note: The full TAP Evaluation Rubric cannot be included here as it is the intellectual property of the National Institute of Excellence In Teaching (NIET). The Evaluation Plans are posted online and cannot be posted for public consumption.

Beech Grove City Schools has implemented an annual evaluation process for all corporation employees. Included In this plan: (1) TAP Observation Rubric for all certified classroom teachers, utilizing Instructional Leadership Team (ILT) meetings weekly, with an emphasis on professional development feedback, corporation and all-school goals with the support of Curriculum and Instructional Coordinators and Mentor teachers sharing in the observation schedules along with building administration; (2) Administrative Leadership Rubric, which incorporates the RISE Administrator's Evaluation Rubric along with a self-evaluation, goal setting component, annual ILT observations with post-conferences, a formal feedback report, and an annual System-2-System meeting with the Superintendent of Schools; (3) Classified Employee Performance Review, has been developed and is used for numerous positions in the school system where the employee may work directly with students, in the office, in the media center, as home school advisors, integration specialists using technology (holding a certified teaching license), maintenance, nursing services, operations or food service, etc.; (4) Director of Quality Learner's Evaluation system that incorporates an observation rubric for School Counseling, English Language Learners (ELL), School Psychologists, and Speech Language Pathologists; (5) Athletics also has a Head Coach and Assistant Coach Evaluation System with an observation and evaluation rubric.

See the Appendix for copies of all Evaluation Rubrics used in Beech Grove City Schools

Superintendent's Evaluation

The Board of School Trustees, on an annual basis, will evaluate the Superintendent of Schools.

The TAP Observation Rubric

To measure teaching skills, knowledge, and responsibilities, TAP has defined a set of professional indicators required of all teachers. A comprehensive rubric has been developed to measure teachers' performance in each of those Indicators. The TAP Rubric is the backbone to TAP's Instructionally Focused Accountability element.

The TAP Rubric includes performance indicators that are listed with bulleted descriptors and a rubric specifying three performance levels for measuring actual teacher performance. A teacher's lesson earns a score of 1, 2, 3, 4, or 5 for each indicator.

The Beech Grove Career Development Model includes a teacher career path component comprised of Curriculum and Instructional Coordinators, Mentor teachers, and Career teachers. This career path distributes school and instructional leadership and creates different job expectations and responsibilities for different types of teachers. Curriculum and Instructional Coordinators have responsibilities and job expectations in addition to those of Career teachers. The same is true for Mentor teachers, but on a

lesser scale than Master teachers. In addition, there are certain responsibilities for Career teachers within the Beech Grove Career Development Model. For this reason, Responsibilities performance standards were established for Curriculum and Instructional Coordinators, Mentor, and Career teachers to document areas and levels of effectiveness and provide benchmarks of performance.

Performance Standards

1. Designing and Planning Instruction
 - a. Instructional Plans
 - b. Student Work
 - c. Assessment
2. Implementing Instruction
 - a. Standards and Objectives
 - b. Motivating Students
 - c. Presenting Instructional Content
 - d. Lesson Structure and Pacing
 - e. Activities and Materials
 - f. Questioning
 - g. Academic Feedback
 - h. Grouping Students
 - i. Teacher Content Knowledge
 - j. Teacher Knowledge of Students
 - k. Thinking
 - l. Problem Solving
3. The Learning Environment
 - a. Expectations
 - b. Managing Student Behavior
 - c. Respectful Culture

Research Supporting the TAP Rubric

The TAP Rubric was developed based on education psychology and cognitive science research focusing on learning and instruction, as well as an extensive review of publications from national and state teacher standards organizations.

TAP reviewed instructional guidelines and standards developed by numerous national and state teacher standards organizations and from this information developed its own set of standards for teacher accountability. The work reviewed included guidelines and standards developed by:

- The Interstate New Teacher Assessment and Support Consortium (INTASC)
- The National Board for Professional Teacher Standards
- Massachusetts's Principles for Effective Teaching
- California's Standards for the Teaching Profession
- Connecticut's Beginning Educator Support Program
- The New Teacher Center's Developmental Continuum of Teacher Abilities
- The criteria for the TAP teaching standards came from both experimental design studies and correlation studies that used valid and reliable achievement tests in classrooms (see Schacter & Thum, 2004).

The work of Danielson (1996) also served as a valuable resource for defining the teaching competencies at each level of teacher performance. Rubrics were designed

based on the work of Rowley (1999) and various teacher accountability systems, including:

- Rochester (New York) Career in Teaching Program
- Douglas County (Colorado) Teacher's Performance Pay Plan
- Vaughn Next Century Charter School (Los Angeles) Performance Pay Plan
- Rolla (Missouri) School District Professional Based Teacher Evaluation

By combining both evaluation scores and student growth data into their evaluation system, TAP has found a strong correlation between classroom observation scores and student growth percentages. The relationship between classroom observation scores and student achievement growth holds true regardless of the school's overall level of performance. This correlation provides an important validation of the TAP System's teacher evaluation system and its link to improvements in student achievement. It also illustrates the validity and reliability of measures used by TAP to assess student growth and teacher effectiveness.

Schacter & Thum, (2004). Paying for high-and low-quality teachers. *Economics in Education Review*, 23, 411-430.

Danielson, C (1996), *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Rowley (1999). *High Performance Mentoring; Facilitators' Guide*. Thousand Oaks, CA: Corwin Press.⁴

Schacter, J and Y, M. Thum. "Paying for high and low-quality teaching. *Economics of Education Review* 23 (2004) 411-43.

Daley. Glenn and Sarah Shoff. *Tap Research Summary*. Publication. April 2010.

Frequency and Length of Evaluations

Each teacher is evaluated with feedback four times throughout the school year through four unique methods of feedback.

#1 Announced Formal Feedback (25% of Evaluation)

Announced Formal Feedback is completed during the 1st quarter of the school year by the Curriculum and Instruction Coordinator, Mentor, or Administrator. The TAP Rubric will be used. The Evaluator will contact the teacher to arrange the observation. The observation will be for an entire class period. A preconference will take place before the observation. A self-reflection will be given at the observation and returned to the Evaluator within 24 hours of the observation. A post conference will take place after the observation.

#2 Choice Feedback: Video or Unannounced Formal Feedback (25% of Evaluation)

Choice Feedback will be completed during the 2nd quarter of the school year by the teacher and followed up with the Curriculum and Instruction Coordinator, Mentor, or Administrator. The teacher will choose Unannounced Formal Feedback or Video Formal Feedback. The Evaluator will contact the teacher to set up the observation or video feedback time within a 10 school day time period. If the teacher chooses to select Unannounced Formal Feedback, it will take place over an entire class period, self-reflection will be completed within 24 hours, and a post conference will take place after the observation. If the teacher chooses to select Video Formal Feedback, it will take place over an entire class period, the video will be reviewed by the teacher and an Evaluator, the teacher will reflect with the Evaluator using a Plus/Delta, Stop/Start/Continue or other agreed upon tool that encourages reflection.

#3 Unannounced Formal Feedback (25% of Evaluation)

Unannounced Formal Feedback will be completed during the 3rd quarter of the school year by the Curriculum and Instructional Coordinator, Mentor, or Administrator. The TAP Rubric will be used. There will be a 10 school day announced window for the evaluation to be conducted. The observation will last for an entire class period. A self-reflection will be given at the observation and returned to the Evaluator within 24 hours of the observation. A post conference will take place after the observation.

#4 Professionalism and Continuous Informal Feedback (25% of Evaluation)

Continuous Informal Feedback will take place via walk-throughs of classrooms throughout the school year and will be conducted by the Administrator, Curriculum and Instructional Coordinator, and/or Mentor. The BGCS Professionalism Rubric will be utilized. The Professionalism Rubric incorporates Individual Growth Model data as a criteria for evaluation. Specifically, indicator #3 entitled “**Personal Learning Plan**” and indicator # 6 entitled “**Using Student Achievement Data**” lists in detail the criteria for the use of student data. The Administrator will provide Continuous Informal Feedback throughout the school year. The Administrator and Teacher will meet twice a school year in a, “S2S” (System to System) meeting where student achievement and growth data is reviewed.

Evaluation Pre-Conferences and Post-Conferences

Prior to announced observations, the evaluator conducts a pre-conference meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context and evidence of proficiency. After each classroom/lesson observation, the teacher being observed receives feedback from the individual evaluator in a post-conference meeting. In the post-conference, the evaluator shares points of 'reinforcement' to highlight the teacher's strengths, as well as points of 'refinement' where the teacher has growth potential. All observations (announced and unannounced) must include post-conference meetings.

Informal Observations—Cluster Follow-up

Each week, members of the ILT leadership Team provided targeted **support to all teachers in the form of** "follow-up" after weekly cluster group professional development meetings. In that way, informal observations occur quite regularly in TAP schools. All TAP teachers, therefore, receive additional opportunities for feedback and subsequent professional growth on a weekly basis.

Monitoring the Fairness, Consistency and Objectivity of the System

To ensure the fairness and consistency of evaluations, all evaluation data is entered into the TAP EEPASS portal. EEPASS is a comprehensive web-based application for managing teacher observations as part of the TAP System. The reports generated from the EEPASS data analysis tools allow Instructional Leadership Teams to monitor inter-rater reliability of evaluators and scoring inflation or deflation; it will also flag cases where there appear to be discrepancies in teachers' assigned evaluation scores. Some of the many reports that EEPASS generates for the Instructional Leadership Teams to ensure Inter-rater reliability are as follows:

- o Observer Averages by Rubric Domain
- o Overall Averages by Rubric Indicator (see appendix for sample EEPASS

- o report)
- o Overall Averages by Observer
- o Teacher Averages by Rubric Domain
- o Teacher Averages by Indicator
- o Historical Averages by Teacher

The Instructional Leadership Team

The Instructional Leadership Team, comprised of all evaluators, meets weekly and regularly monitors the reliability and consistency of classroom evaluation scores using these CODE reports, allowing for meaningful differentiation in teacher effectiveness. The Instructional Leadership Team also monitors and supports teachers' progress toward instructional improvement by reviewing Individual Growth Plans (IGPs) for each teacher. Additionally, Instructional Leadership Teams monitor inter-rater reliability and score inflation/deflation through viewing, scripting, and scoring lesson videos from the TAP System Training Portal and comparing their scores to those of NIET National Raters and each other. The ILT Leadership Teams also regularly use national resources to compare and analyze post-conference plans as well as conducting paired observations on teachers in their building.

Objective Measures of Student Achievement and Growth

Requirement: Objective measures of student achievement and growth significantly inform all certificated employee evaluations.

Student achievement and growth are measured as one of the Performance Standards on the Professionalism Rubric that is used in the fourth quadrant of the Beech Grove Career Development Model. This quadrant comprises 25% of the employee's final evaluation rating. The Individual Growth Plan (IGP) is used to monitor student achievement and growth throughout the school year. The IGP is one piece of evidence that is used in the Professionalism Rubric to inform student achievement and growth data on the rubric.

Requirement: Student performance results from statewide assessments inform evaluations of employees whose primary responsibility is teaching tested subjects.

Effectiveness for classroom level growth score is defined by the percentage of students achieving at least one academic year of growth.

Assessments used to determine growth scores for students by grade level:

- Grades K–3 Northwest Evaluation Association (NWEA) Individual Teacher Growth Scores
- Grades 4-8 ISTEP/ILEARN Individual Teacher Growth Scores
- Grades 9-12 ISTEP/ILEARN Individual Teacher Growth Scores

Beech Grove City Schools has used NWEA, in partnership with SAS, has used the SAS EVAAS model for value-added assessment data. It has enabled educators to recognize progress and growth over time for grades K-3.

Requirement: Methods of assessing student growth in evaluations of employees who do not teach tested subjects.

Non-tested subject areas student growth is assessed via the same model presented within the above requirement. Effectiveness is defined by the percentage of students achieving at least one year of academic growth.

Assessments used to determine growth scores for students by grade level:

- Grades K–3 Northwest Evaluation Association (NWEA) Whole School Growth Score
- Grades 4-8 ISTEP/ILEARN Whole School Growth Score
- Grades 9-12 ISTEP/ILEARN Whole School Growth Score

Individual Growth Plans (IGP's) are used to support goal setting and reflection of student growth and achievement data.

Requirement: Student assessment results from locally developed assessments and other test measures in evaluations of all employees.

Beech Grove City Schools will use data from locally developed assessments and the Individual Growth Plans (IGPs) that are developed and maintained by all certified teachers. Beech Grove City Schools will use the results of locally developed assessments in the evaluation of all employees. Locally developed assessments are expected for use to drive instructional practice and for data discussion during cluster and Instructional Leadership Team meetings.

Rigorous Measures of Effectiveness

Requirement: Rigorous measures of effectiveness including observations and other performance indicators

Teacher effectiveness can be determined using multiple measures including two sets of evaluation scores from the TAP rubric, Video Observation data, classroom achievement growth, and school-wide achievement growth.

The Beech Grove Career Development Model provides robust evaluation information gleaned through the rigorous TAP Rubric for all teachers at a school. This available information enables school leaders to have a clearer picture of the quality of instruction for each teacher in the building. The evaluation process includes two evaluations per year including scores on 19 indicators of instructional quality, three post-conferences including an area of reinforcement and refinement for each teacher, an annual responsibility survey, and student growth and achievement data review via the Individual Growth Plan (IGP) process. With such a vast array of formative information, school leaders are able to provide numerous pieces of evidence of teacher effectiveness or ineffectiveness and therefore more skillfully facilitate instructional improvement through school or district-determined growth plans.

Designation in Rating Category

Requirement: A summative rating as Highly Effective, Effective, Improvement Necessary, or Ineffective

Effectiveness of teachers is based on TAP's five-point scale. Effectiveness is based on a 5 point scale for each domain of the Beech Grove Career Development Model. Effectiveness is also defined by whether students achieve at least one academic year of growth.

#1 Announced Formal Feedback (25% of Evaluation): 5 Point Rubric

#2 Choice Feedback: Video or Unannounced Formal Feedback (25% of Evaluation): 5 Points if Completed for Video Feedback, 5 Point Rubric for Unannounced Formal Feedback

#3 Unannounced Formal Feedback (25% of Evaluation): 5 Point Rubric

#4 Professionalism and Continuous Informal Feedback (25% of Evaluation): 5 Point Rubric

TOTAL POSSIBLE: 20 points

Career Development Model Scores Translated into the State of Indiana's Four Rating Categories:

Highly Effective: 17.0 – 20.0

Effective: 12.5 – 16.9

Improvement Necessary: 10.0 – 12.49

Ineffective: 0.0 – 9.9

Requirement: A final summative rating modification if and when a teacher negatively impacts student growth.

Beech Grove City Schools will implement a process of educator intervention when the final summative ratings of that educator negatively affects student growth. Per IDOE guidance, a teacher who negatively impacts student achievement and growth cannot receive a rating of highly effective or effective. Teachers and administrators shall have an understanding of the definitions of negative impact on student learning at the beginning of the evaluation cycle. An educator intervention process will be implemented if the teacher is identified to have a negative impact on student learning. The teacher's rating will be adjusted if he or she is Indicated as being effective or highly effective and the teacher will be placed on an improvement plan.

The Negative Impact Policy for Beech Grove City Schools is as follows:

Every certified teacher in Beech Grove City Schools is required to work with the building leadership team to develop an Individual Growth Plan. Within the Individual Growth Plan, each teacher shall indicate the assessments used to measure student growth. Assessment measures that may be considered for use within the IGP may include, but are not limited to: NWEA, Renaissance, ISTEP+/ILEARN, Fountas & Pinnell, ISTEP+ End of Course Assessments (Algebra I, English 10, Biology), A-F Accountability Measure, Locally Developed Common Assessments, and Performance/Portfolio Rubrics.

Each teacher will be accountable for his or her impact on student growth. A teacher will be declared as having a Negative Impact on student growth if 25% or more of a class do not exhibit one (or more) year's growth. This measure is effective when the educator uses the assessment(s): NWEA, ISTEP+/ILEARN, Fountas & Pinnell, ISTEP+ End of Course Assessments (Algebra I, English 10, Biology). If a teacher uses a Locally Developed Common Assessment as their assessment measure for student growth, the teacher will be declared as having a Negative Impact on student growth if at least 25% or more of the class does not achieve 80% mastery.

If a teacher uses a Performance/Portfolio Rubric as their assessment for student growth, the teacher will meet with the evaluator to collaboratively determine the rubric score. A teacher will be declared as having a Negative Impact on student growth if 25% or more of the class does not meet at least 80% of the established project benchmarks.

If there is a teacher who is not primarily responsible for a classroom of students, the evaluator and the teacher will mutually agree upon the measure used to monitor Negative Impact on student growth. When this measure is determined, the teacher will be declared as having a Negative Impact on student growth if 25% or less of the class meets established benchmarks.

Requirement: All evaluation components including but not limited to student performance data and observation results are factored into the final summative rating.

The four components of the Beech Grove Career Development Model include, but are not limited to student performance data and observation results are factored into the final summative rating:

Announced Formal Feedback: 25% (5 points)

Choice Formal Feedback (Video or Unannounced): 25% (5 points)

Unannounced Formal Feedback: 25% (5 points)

Professionalism and Continuous Informal Feedback: 25% (5 points)

Total of 20 points possible

—*Highly Effective* 17.0 – 20.0

A *highly effective* teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have exceeded expectations for academic growth and achievement.

--*Effective* 12.5 – 16.9

An *effective* teacher consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have achieved an acceptable rate of academic growth and achievement.

—*Improvement Necessary* 10.0 – 12.49

A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have achieved a below acceptable rate of academic growth and achievement.

--*Ineffective* 0.0 – 9.9

An *ineffective* teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have achieved unacceptable levels of academic growth and achievement.

Evaluation Feedback

Requirement: Recommendations for improvement and the time in which improvement is expected.

Prior to announced observations, the evaluator conducts a pre-conference meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context. It is recommended that this pre-conference occur no more than 2 days before the lesson observation. All observations (announced and unannounced) must include post-conference meetings. After each classroom/lesson observation, the teacher being observed receives written and oral feedback from the individual evaluator via a post-conference meeting. This post-conference occurs no more than 2 days after the lesson observation. The post-conference between the Curriculum and Instruction Coordinator, Administrator, or Mentor teachers and the Career teacher is essential for reflection and growth. In the post-conference, the evaluator shares one "reinforcement" area from the TAP rubric to highlight the teacher's strengths, as well as one "refinement" area from the TAP rubric where the teacher has growth needs. TAP evaluators determine those areas by analyzing the evidence collected during the classroom observation. For both the identified reinforcement and refinement area, the evaluator presents the teacher with the evidence that was collected during the lesson observation to support why that area on the rubric was selected. For the refinement area, or area of need, the evaluator also provides the teacher with a specific model/suggestion for improvement. Asking reflective questions during the post-conference allows the evaluator to check for understanding and to guide the teacher toward growth. Observed teachers receive their lesson's scores on all 19 indicators on the TAP rubric during the post-conference.

Tying Evaluation Results to Professional Development

Another essential element of the Beech Grove Career Development Model is ongoing, job-embedded professional development designed to support teachers in increasing their skills and effectiveness. All teachers receive frequent feedback on their instructional practice. In the Beech Grove Career Development Model, teachers receive regular feedback from Curriculum and Instructional Coordinators, Administrators, and Mentor teachers whose job it is to support and develop their fellow colleagues. Individualized support sessions are conducted weekly, and additional assistance can be provided whenever a teacher is struggling or is determined ineffective. The ongoing, job-embedded professional development in our schools is structured through cluster meetings, which occur once per week and functions as a focused, aligned, and purposeful professional learning community. During cluster meetings, the Curriculum and Instructional Coordinators provide demonstration (i.e. "model") lessons and coaching for Career teachers based on their instructional needs and the academic needs of the students. On a weekly basis, the cluster team analyzes collected student work and other data to see how the teaching strategy has translated into improved student outcomes. With oversight and support from the Curriculum and Instructional Coordinators, Administrators, and Mentor teachers assist in leading cluster meetings. Career Teachers are held accountable by the Instructional Leadership Team for implementing the Ideas presented and discussed in cluster group meetings. To assist teachers in transferring the new learning back to their classroom, the Curriculum and Instructional Coordinators, Administrators, and Mentor teachers provide support following every cluster meeting. (e.g., Observation/feedback, model teaching,

demonstration lessons, and team-teaching following every cluster meeting and in individual teacher mentoring situations.) This direct instruction is designed to build instructional capacity among the faculty and provide students with high quality instruction. Furthermore, to directly tie the professional development to teacher evaluation results, the Curriculum and Instructional Coordinators, Administrators, and Mentor teachers provide Career teachers with individualized support in their area of refinement determined by the evaluation process during the weekly cluster meetings. During this time, they assist the teacher in working on their identified refinement area and connecting it to the student or teacher strategy being taught in the cluster meeting. Through observations, modeling, coaching, and weekly professional "cluster group" meetings, the Curriculum and Instructional Coordinators, Administrators, and Mentor teachers are able to support the development of all teachers' instructional skills. This type of observation, support, and feedback provides an iterative feedback loop that aids the principal and faculty in creating a system that can continuously improve.

Curriculum and Instructional Coordinators, working in conjunction with the principal and other Instructional Leadership Team members, analyze student data and create and institute an academic achievement plan for the school each year. Mentor teachers are actively involved in enhancing and supporting Career teachers' practice. Along with the leadership team, they analyze student data and help create the academic achievement plan. Through cluster meetings that focus on student data, Curriculum and Instructional Coordinators, Administrators, and Mentor teachers identify common issues facing their schools. They research best practice strategies to address those issues and demonstrate those strategies in cluster meetings and in classrooms. When the Curriculum and Instructional Coordinators and Mentor teachers observe teachers on their teams, they look for demonstration of the strategies addressed in cluster meetings.

Every school in the district holds bi-weekly cluster team meetings. Cluster team meetings take place between 50-60 minutes per session. The Curriculum and Instructional Coordinator typically leads the cluster team meeting. The agendas for cluster team meetings are developed during the Instructional leadership team meeting. Cluster Team meetings include the Curriculum and Instructional Coordinator, a mentor teacher, career teachers, and a building administrator. There are some cluster meetings that take place during the week that does not have a mentor teacher or administrator in attendance. Cluster meetings follow the framework that TAP provides for effective cluster meetings: 1) Identify the problem or need, 2) Obtain new teacher learning aligned to student need and formatted for classroom application, 3) Develop new teacher learning with support in the classroom, 4) Apply new teacher learning to the classroom, 5) Evaluate the impact on student performance.

Tracking Data and Managing Documentation

TAP provides state, district and school leaders with data and technology tools for real-time monitoring of system implementation. Indiana's TAP schools manage their teacher observations using CODE. CODE creates reports summarizing teacher performance broken out at different levels: individual teachers, classroom, grade level, whole school, etc. Furthermore, the information that IDOE provides schools regarding teacher- and school-level student growth on ISTEP+ is merged with the other data in

CODE. All of this rich information helps to track teacher effectiveness and school performance over time. amounts each fall.

Requirement: Evaluation Plan must be in writing and explained prior to evaluations being conducted.

The evaluation plan was developed during a yearlong process where a team of teachers and administrators worked together to develop the Beech Grove Career Development Model. This model will be reviewed yearly by the same committee. The Superintendent will discuss the Evaluation Plan with the Beech Grove Certified Teacher's Association before the Evaluation Plan is implemented. The plan will be explained to the Beech Grove Board of School Trustees on an annual basis during the school board meeting held in the month of July.

Evaluators

Requirement: Only individuals who have received training and support in evaluation skills may evaluate certificated employees

The TAP rubrics and their 19 indicators are only intended for evaluations by the school's Instructional Leadership Team members (the school Administrator(s), Curriculum and Instructional Coordinators, and Mentor Teachers) who have successfully completed their initial TAP evaluator certification and annual recertification.

Requirement: Teachers acting as evaluators clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their job responsibilities.

The Instructional Leadership Team is comprised of the school Administrator(s), Curriculum and Instructional Coordinators, and Mentor Teachers. The Curriculum and Instructional Coordinator and Mentor teacher positions in our schools provide teachers with leadership opportunities that may not have previously been available. These unique roles allow teachers to take part in a distributed instructional leadership model without entirely leaving the classroom. Curriculum and Instructional Coordinators and Mentor teachers are hired through a competitive, rigorous, and performance-based selection process, which includes an interview with a school team. These teacher leaders come from within the school building or from outside schools or districts. The professionals in these roles meets statutory requirement as specified In Senate Enrolled Act 1, IC 20-28-11.5, which states:

"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."

Curriculum and Instructional Coordinators are required to have substantially more experience in curriculum development, professional development and mentoring than a traditional teacher. They must represent the "gold standard" in teaching and serve as a role model to all other instructional staff. Curriculum and Instructional

Coordinators have at least five years experience and a proven track record in increasing student achievement. Curriculum and Instructional Coordinators must have contributed to their profession through activities such as conducting research, teaching at the higher education level, presenting at conferences, and receiving awards that recognize their educational talents. Finally, Curriculum and Instructional Coordinators need to be excellent communicators with students and adults alike.

Mentor Teachers also play an essential role in the Beech Grove Career Development Model. In addition to helping create the academic achievement plan for the school, their role involves serving as a liaison between the Curriculum and Instructional Coordinators and Career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, all teachers have the opportunity to be mentored.

Curriculum and Instructional Coordinators and Mentor teachers were selected in a consistent approach across the district of Beech Grove City Schools. Curriculum and Instructional Coordinators and Mentor teaching positions were posted for each school building. Curriculum and Instructional Coordinators and Mentor teacher candidates applied for the positions with the building principal. Mentor and Curriculum and Instructional Coordinators teacher candidates were scored during their interviews using a rubric. Candidates were chosen based on those ratings.

Requirement: All evaluators receive training and support in evaluation skills

TAP makes a major investment in training and supporting its evaluators, recognizing the significant impact observations and feedback can have on classroom instruction and thus, student performance. TAP evaluators participate in rigorous and ongoing training.

TAP CORE Training

There are nine days of required CORE training that all Instructional Leadership Team members must attend. There are five modules for TAP's CORE (Coalition of Reflective Educators) training as delivered by NIET and state TAP staff:

- The first, one-day module provides detailed explanation, research and practice of the four elements of the TAP System, Introduces participants to TAP cluster group professional growth activities, and introduces the TAP Teacher Performance-Based Compensation and Instructionally Focused Accountability Systems.
- In the second, two-day module, TAP school leaders learn how to use the TAP instructional rubrics (i.e., SKR standards) for evaluation and as professional growth tools to enhance teachers' instructional skills.
- The third, three-day module is an in-depth training on the two primary professional development components of TAP - the operations of an Instructional leadership team and the cluster group.
- During the fourth, two-day module in the TAP leadership team training series, TAP school leaders are prepared to become certified evaluators. Participants will further their skills in using the TAP rubrics to accurately analyze and rate classroom lessons and classroom environments, and learn how to plan for instructional conferences that reinforce and refine teacher

skills in the area of implementing instruction and establishing productive classroom environments.

- The fifth, one-day module provides a framework for school leaders to develop and field test strategies through action research to target and address data-determined student skill deficits.

Upon completion of CORE training, participants must pass a test to become certified TAP evaluators, and they are required to renew this certification annually. These nine required days of training for all TAP Leadership Members provide TAP school leaders with the necessary foundation to effectively implement all four elements of the TAP System.

TAP Evaluator Certification and Re-Certification

TAP CORE Training culminates in a TAP Evaluator Certification test, which all leadership team members must pass before being eligible to use the TAP rubrics to conduct teacher evaluations. TAP Leadership Team members are required to renew this certification annually. The test includes applying the TAP rubrics to a video lesson and answering questions about the lesson that is reviewed. TAP Leadership Team members must be re-certified annually through additional testing every year they serve in their role.

Ongoing Professional Development and Support Opportunities for TAP Evaluators

In addition to the introductory TAP trainings, ongoing school-level support is of critical importance as schools make the often-challenging changes to their structures as a result of TAP. TAP support and technical assistance is provided in a manner where districts and states currently implementing TAP contribute significantly to these efforts.

TAP State Director and TAP Regional Coordinators

NIET has developed and provides required formal training, as well as providing extensive training and support to the TAP state-based technical assistance teams, which in turn provide additional training to school-based TAP leadership teams. The training, support and oversight of the Indiana TAP staff by NIET create the capacity to effectively implement TAP. These positions receive regular technical assistance and training from NIET. This training and support is provided throughout the year using both formal and informal methods. Formal training includes one- or two-day workshops provided three to four times per year, as well as access to NIET staff, who provide answers to specific questions regarding implementation, coaching and school-level training. The state TAP team also plans regular professional development opportunities such as network meetings for TAP administrators and Curriculum and Instructional Coordinators. Therefore, the state-level TAP team allows for an infrastructure for providing regular guidance to schools implementing TAP.

National TAP Conference

The annual National TAP Conference provides the opportunity for states, districts and schools, as well as other stakeholders, to learn more about TAP, both its elements and how to put them into practice. The goals of the conference are to promote collaboration and sharing of experiences among current TAP schools, to provide strategies to improve TAP implementation, to increase national awareness of TAP for people seeking to improve teacher quality and student achievement in

their schools, and to provide training opportunities for current TAP teachers.

TAP Summer Institutes (TSI)

Each ISI's goal is to provide Intensive training for leadership team members, focusing on detailed elements of TAP. The focus of each TSI is determined by needs identified at TAP schools nationwide. Participants use thoroughly developed examples that link the processes of TAP implementation to instructional practices, focusing on improved student achievement. Participants leave TSI with materials to take back to their schools and utilize in support of ongoing applied professional growth. Sessions are led by NIET staff, state-level TAP staff, as well as expert Curriculum and Instructional Coordinators and Principals from effective TAP schools.

TAP Training Portal

All Indiana TAP schools have access to the TAP Training Portal, a web-based training vehicle for providing additional guidance to TAP schools across the nation. The portal contains a library of videoed lessons that have been scored using the TAP rubrics. That way, TAP evaluators can watch and score these videoed lessons as additional practice as they continue to develop their expertise and compare their scores to the national raters. The portal also contains training modules for each indicator on the TAP rubric to further enhance TAP evaluators' understanding of the evaluation process. A wealth of resources are available on the portal to support TAP implementation including training materials, documents, templates, classroom strategies, and research reports.

Additional TAP Support Resources

NIET has developed support materials, primarily the TAP Implementation Manual and the TAP Evaluation and Compensation Guide, used in each TAP school to provide the frameworks for TAP implementation. These materials are distributed only to schools that have voted on and are formally implementing TAP. These support materials are utilized during TAP Leadership Team meetings to establish inter-rater reliability within each school and across the evaluation team.

Feedback and Remediation Plans

Requirement: All Evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation

All observations (announced and unannounced) must include post-conference meetings. After each classroom/ lesson observation, the teacher being observed receives written and/or oral feedback from the Individual evaluator in a post-conference meeting. It is recommended that this post-conference occurs no more than 2 days after the lesson observation. At the end of each school year and/or at the beginning of the next, administrators individually meet with teachers to discuss annual SKR scores and student achievement measures incorporated into each teacher's summative rating.

Requirement: Remediation plans for teachers rated ineffective or improvement necessary

All teachers receive weekly classroom visits by Curriculum and Instructional Coordinators, Administrators, or Mentor Teachers that can support the area of refinement determined by the evaluation process. Additional observations, coaching, and/or mentoring are provided for new and struggling teachers. Curriculum and Instructional Coordinators and Mentor teachers also provide support to all teachers in their area of refinement during weekly cluster meetings and through the monitoring of each teacher's Individual Growth Plan (IGP).

If a teacher is rated in the category of Ineffective or Improvement Necessary, that teacher will work directly with the building Administrator via a defined Improvement Plan. The Administrator will define goals and expectations that are expected within the duration of the Improvement Plan. The Improvement Plan will identify support resources to assist the teacher with the development of identified areas of need. A timeline will be established for review of data by the teacher and the building Administrator. The Improvement Plan will be implemented for the duration of the time that a teacher is indicated as Ineffective or Improvement Necessary.

Requirement: Remediation plans include the use of employee's license renewal credit.

The Beech Grove City Schools district and/or building administrators will place educators on an Improvement Plan when it is deemed necessary. Goals will be correlated professional development interventions that are focused on as areas that have been identified as needing improvement. The employee Professional Growth Plan will be focused on these areas and interventions for professional development will assist with necessary improvement. PGP's will only be awarded when the focus of the growth opportunity are correlated to identified areas of the teacher's Improvement Plan.

Requirement: Means by which teachers rated as Ineffective can request a private conference with the Superintendent.

When a teacher is rated as Ineffective, he or she may request a private conference with the Superintendent. The teacher will contact the Secretary to the Superintendent, Stephanie Alford, to establish the date and time for meeting.

Instruction Delivered by Teachers Rated as Ineffective

Requirement: The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as Ineffective.

When a teacher is rated as Ineffective in a situation where looping occurs, the teacher looping system that is in place will be changed. This model will need to be changed so that a teacher that has been rated Ineffective does not instruct the same students for two consecutive years. The building principals will ensure that students in grades K-6 are never placed in a homeroom class for two consecutive years with two teachers who have been rated as Ineffective. Building principals in Grades 7-12 will need to work with guidance counselors to ensure that student schedules do not include two consecutive years of instruction within subject areas by two teachers who have been rated Ineffective.

Requirement: The procedures established to communicate to parents when student assignment to teachers rated as ineffective is unavoidable.

Beech Grove City Schools will mail letters to parents of students who have been assigned to teachers rated as Ineffective when the scenario is unavoidable. These letters will include strategies that are being implemented for intervention as well as an avenue for communication if parents have concerns regarding teacher practices.

ADDENDUM #1: Teacher Appreciation Grant (TAG)

During the July 2017 school board meeting, the BGCS school board members approved the following process for distributing the Indiana Teacher Appreciation Grant.

Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

- A. *employed in the classroom (including providing instruction in a virtual classroom setting);*
- B. *rated as Effective or Highly Effective on their most recent performance evaluation; and*
- C. *employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.*

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

- A. *A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and*
- B. *A cash stipend in an amount that is **25% more** than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.*

ADDENDUM #2: BGCS Four Corners of Success Career Development Model

<p align="center">SUCCESS CORNER #1 25% (5)</p> <p align="center">Announced Formal Feedback</p>	<p align="center">SUCCESS CORNER #2 25% (5)</p> <p align="center">Choice Feedback (Video or Unannounced)</p>
<ul style="list-style-type: none"> ● AFF will be completed during the 1st quarter of the school year by the Curriculum and Instruction Coordinator, Mentor, or Administrator. The TAP Rubric will be used. ● Evaluator will contact teacher to arrange the observation. ● The observation will be for an entire class period. ● A preconference will take place before the observation. ● A self-reflection will be given at the observation and returned to the evaluator within 24 hours of the observation. ● A post conference will take place after the observation. 	<ul style="list-style-type: none"> ● Choice Feedback will be completed during the 2nd quarter of the school year by the teacher and followed up with the Curriculum and Instruction Coordinator, Mentor, or Administrator. ● Teacher will choose Unannounced Formal Feedback or Video Formal Feedback. ● Evaluator will contact the teacher to set up the observation or video feedback time within a 10 school day time period. ● Unannounced Formal Feedback: An entire class period, self-reflection completed within 24 hours, post-conference will take place after the observation. ● Video Formal Feedback: An entire class period, video will be reviewed by the Teacher and the Evaluator, teacher will reflect using a Plus/Delta and/or Stop/Start/Continue Chart.
<p align="center">SUCCESS CORNER #3 25% (5)</p> <p align="center">Unannounced Formal Feedback</p>	<p align="center">SUCCESS CORNER #4 25% (5)</p> <p align="center">Professionalism and Continuous Informal Feedback</p>
<ul style="list-style-type: none"> ● UFF will be completed during the 3rd quarter of the school year by the Curriculum and Instruction Coordinator, Mentor, or Administrator. The TAP Rubric will be used. ● There will be a 10 school day announced window for the evaluation to be conducted. ● The observation will be for an entire class period. ● A self-reflection will be given at the observation and returned to the evaluator within 24 hours of the observation. ● A post conference will take place after the observation. 	<ul style="list-style-type: none"> ● Continuous Informal Feedback will take place via walk-throughs of classrooms throughout the school year and will be conducted by the Administrator, Curriculum and Instruction Coordinator, and/or Mentor. ● The BGCS Professionalism Rubric will be utilized. ● The Administrator will provide Continuous Informal Feedback throughout the school year. The Administrator and Teacher will meet twice a school year in a “S2S” (System to System) meeting where data is reviewed.

ADDENDUM #3: BGCS Professionalism Rubric

PROFESSIONALISM RUBRIC				
Performance Standards	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)	
Growing and Developing Professionally	1. Professional Development Opportunities	The teacher: <ul style="list-style-type: none"> Is prompt, prepared, and a leader in appropriate professional development opportunities. Independently seeks out additional resources in multiple instances. 	<ul style="list-style-type: none"> The teacher is prompt, prepared, and engaged in appropriate professional development opportunities provided. 	<ul style="list-style-type: none"> The teacher is unprepared or disengaged in professional development opportunities provided.
	2. Implementing New Strategies	The teacher: <ul style="list-style-type: none"> Consistently and successfully implements new strategies that show evidence of significantly improving student learning. Independently applies the new strategies to other aspects of his/her teaching. 	<ul style="list-style-type: none"> The teacher implements new strategies appropriately. 	<ul style="list-style-type: none"> The teacher rarely attempts to implement new strategies.
	3. Personal Learning Plan	The teacher: <ul style="list-style-type: none"> Systematically uses feedback from observations, self-assessment, and school improvement plans and goals to plan personal improvement and Takes steps to implement/seek out necessary resources. 	<ul style="list-style-type: none"> The teacher uses feedback from observations, self-assessment, and school improvement plans and goals to plan for personal improvement. 	<ul style="list-style-type: none"> The teacher inconsistently uses feedback from observations, self-assessment, and school improvement plans and goals to improve.
Reflecting on Teaching	4. Self-assessment	<ul style="list-style-type: none"> The teacher makes ongoing, thoughtful and interconnected assessments of his/her effectiveness. 	<ul style="list-style-type: none"> The teacher accurately assesses his/her effectiveness following observations. 	<ul style="list-style-type: none"> The teacher rarely assesses his/her effectiveness accurately.
	5. Improve Performance	<ul style="list-style-type: none"> The teacher successfully improves his/her performance which leads to significantly improved student achievement. 	<ul style="list-style-type: none"> The teacher regularly takes action to improve his/her performance in line with feedback that leads to improved student achievement. 	<ul style="list-style-type: none"> The teacher inconsistently takes action to improve his/her performance with little improvement in student achievement.
	6. Using Student Achievement Data	The teacher systematically and consistently utilizes student achievement data to: <ul style="list-style-type: none"> Develop insights on the strengths and weaknesses of students and Determine instructional approaches and personal professional development based on analysis. 	<ul style="list-style-type: none"> The teacher utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions. 	<ul style="list-style-type: none"> The teacher rarely utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.

Performance Standards	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)	
Community Involvement	7. Supporting School Activities and Events	<ul style="list-style-type: none"> The teacher regularly organizes and leads school activities and events that positively impact school results and culture. 	<ul style="list-style-type: none"> The teacher regularly supports and contributes to school activities and events. 	<ul style="list-style-type: none"> The teacher rarely supports school activities and events.
School Responsibilities	8. Adherence to Personnel Policies	<ul style="list-style-type: none"> The teacher always adheres to school and district personnel policies and serves as a leader and model for others. 	<ul style="list-style-type: none"> The teacher regularly adheres to school and district policies. 	<ul style="list-style-type: none"> The teacher inconsistently adheres to school and district personnel policies.
	9. Safe and Orderly Learning Environment	<ul style="list-style-type: none"> The teacher regularly works with peers to contribute to a safe and orderly learning environment and plans for improvement in school-wide culture. 	<ul style="list-style-type: none"> The teacher regularly works with peers to contribute to a safe and orderly learning environment. 	<ul style="list-style-type: none"> The teacher rarely works with peers to contribute to a safe and orderly learning environment.
	10. Contribute to School Community	The teacher actively and consistently contributes to the school community by assisting and/or mentoring others including successful engagement in three or more of the following: <ul style="list-style-type: none"> Collaborative planning Actively leading in a Professional Learning Community Coaching/Mentoring Supervising clinical experiences Leading professional development 	The teacher actively and consistently contributes to the school community by assisting and/or mentoring others including successful engagement in three or more of the following: <ul style="list-style-type: none"> Collaborative planning Actively leading in a Professional Learning Community Coaching/Mentoring Supervising clinical experiences 	<ul style="list-style-type: none"> The teacher contributes to the school community by assisting and/or mentoring others.