

# Evaluation Plan Anderson Community School Corporation

## Coversheet

School Corporation Name	Anderson Community School Corporation, Anderson, Indiana		
School Corporation Number	<b>5275</b>		
Annual Evaluations			
Requirement	Statute	Examples of Relevant Information	Reference Page Number
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, etc. Evaluators responsible for certificated employees	<b>3</b>
Objective Measures of Student Achievement and Growth			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
Objective measures of student achievement and/or growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation Protocol for including objective measures of student achievement and growth	<b>4</b>
Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data Other Statewide Assessments incorporated into evaluations	<b>4</b>
Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	<b>n/a</b>
Student assessment results from locally developed assessments and other test measures in evaluations for certificated employees.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures School-wide learning measures/A-F	<b>n/a</b>
Rigorous Measures of Effectiveness			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Other Certificated Staff</li> <li>• Principals</li> <li>• District-Level Certificated Staff</li> </ul> Other measures used for evaluations	<b>5, Appendix 1 (pp 11-20)</b>
Designation in Rating Category			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	Definition of performance categories Summative scoring process that yields placement into each performance category	<b>6</b>
A final summative rating modification if and when a teacher negatively affects student growth.	IC 20-28-11.5-4 (c) (4) and (6)	Description of modifying final summative rating for negative growth Definition of negative impact on student growth for classes not measured by statewide assessments	<b>n/a</b>
All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4 (c) (4) and (6)	Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation	<b>n/a</b>

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Evaluation Feedback			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	7
Evaluators			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
Only individuals who have received training and support in evaluation skills may evaluate certificated employees.	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of Evaluator Training Description of who will serve as evaluators Process for determining evaluators	8
Teachers acting as evaluators (which are optional) 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 responsibilities	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of who will serve as evaluators Process for determining evaluators	8
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of evaluator training	8
Feedback and Remediation Plans			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	System for delivering summative evaluation results to employees	9
Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	9
Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits will be incorporated into remediation	9
Means by which teachers rated as ineffective can request a private conference with the superintendent.	IC 20-28-11.5-6	Process for teachers rated as ineffective to request conference with superintendent	9
Instruction Delivered by Teachers Rated Ineffective			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.	IC 20-28-11.5-7	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	10
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable. Evaluation Report, E Creviston, 10-15-12	IC 20-28-11.5-7	Description of how parents will be informed of situation	2 n/a

Requirement 1: **Annual performance evaluations for each certificated employee**

Anderson Community School Corporation and the Anderson Federation of Teachers (the sole and exclusive bargaining representative association) are party to a collective bargaining agreement (CBA) which is in effect until December 31, 2018.

In accordance with this CBA, Article VI, section 4, the corporation and the association have agreed that the **Anderson Peer Assistance Review Program (PAR)** be used as the assistance and evaluation system in the corporation. (The ACS PAR Handbook is available on [acsc.net](http://acsc.net) under the Administration / Human Resources link)

PAR is directed by a corporation-level **Board of Review (BoR)** made of up nine members, five of whom are certificated teachers and are appointed by the association, and four of whom are appointed by the corporation. The corporation Manager of Human Resources and the President of the Anderson Federation of Teachers serve as co-chairs of the Board of Review.

PAR uses a system of effectiveness rubrics and observation by building administrators and building-level PAR teams (certificated teachers) to recommend unsatisfactory teachers for a performance review, which could lead to assistance, or intervention, which will be supervised and managed by a full-time **consulting teacher**.

All new hires are placed into an internship year, also with peer assistance by a consulting teacher.

Progress during the internship year, and progress from unsatisfactory to satisfactory performance, is monitored by the Manager of Human Resources, the President of the AFT, and the Board of Review. The status or change of status of all certificated teachers subject to PAR is decided by the corporation Board of Review.

Consulting teachers are certificated teachers who are directly supervised in day-to-day duties by the Manager of Human Resources but whom report to and are managed by the corporation Board of Review.

**(PAR Teacher Effectiveness Rubric is attached as appendix 1)**

**(The ACS PAR Handbook is available on [acsc.net](http://acsc.net) under the Administration / Human Resources link)**

Requirement 2: **Objective Measures of Student Achievement and Growth**

In accordance with this CBA, Article VI, section 4, the corporation and the association have agreed that the **Anderson Peer Assistance Review Program (PAR)** be used as the assistance and evaluation system in the corporation.

As part of the corporation's commitment and implementation of the **8-step process**, student achievement and growth records are measured and monitored in regular assessment cycles. Also, performance results from statewide common assessments could be used as evidence of unsatisfactory instruction for a referral to PAR for a performance review.

All schools in the corporation also used locally-developed assessments to measure achievement and growth, and comparisons of growth in these assessments could also be used as evidence for a referral to PAR.

**(PAR Teacher Effectiveness Rubric is attached as appendix 1)**

**(The ACS PAR Handbook is available on [acsc.net](http://acsc.net) under the Administration / Human Resources link)**

Requirement 3: **Rigorous Measures of Effectiveness**

The PAR Handbook contains the teacher effectiveness rubric, which is attached as **Appendix 1**.

The categories contained in the PAR Handbook are continuously taught, reinforced and observed by district-level Consulting Teachers.

**(PAR Teacher Effectiveness Rubric is attached as appendix 1)**

**(The ACS PAR Handbook is available on [acsc.net](http://acsc.net) under the Administration / Human Resources link)**

#### Requirement 4: **Designation in Rating Category**

In accordance with this CBA, Article VI, section 4, the corporation and the association have agreed that the **Anderson Peer Assistance Review Program (PAR)** be used as the assistance and evaluation system in the corporation.

In the **PAR Handbook** teachers may be categorized in broad terms as demonstrating unsatisfactory or satisfactory performance (whereas unsatisfactory performance may result in referral for peer assistance) and also in the categories of interns, assistance, or intervention depending upon what corresponding category of peer assistance they are in. (The ACS PAR Handbook is available on [acsc.net](http://acsc.net) under the Administration / Human Resources link)

The broad category of unsatisfactory would roughly correspond to the combined categories of ineffective or needs improvement, and the category of satisfactory would correspond to the combined categories of effective and highly effective.

All new hires to Anderson Schools, regardless of previous experience, are categorized as **intern teachers** and receive peer assistance for their first year in cooperation with a consulting teacher.

Veteran teachers who are referred to PAR are placed in the category of **assistance** and will receive direct, one-on-one peer assistance until they have demonstrated satisfactory performance in instruction and/or classroom management and are released by the PAR Board of Review.

Teachers who do not demonstrate satisfactory performance while receiving assistance may be placed in the category of **intervention** and receive additional focused peer assistance for a limited time. If a teacher in intervention does not meet the threshold of satisfactory performance, that teacher may be recommended for cancellation of contract.

**(PAR Teacher Effectiveness Rubric is attached as appendix 1)**

**(The ACS PAR Handbook is available on [acsc.net](http://acsc.net) under the Administration / Human Resources link)**

Requirement 5: **Evaluation Feedback**

All teachers are subject to observation from their building PAR teams and building administrators. If a teacher is being considered for a PAR referral that teacher must be notified of that consideration. Once a teacher has been observed by a district-level consulting teacher for a Performance Review then the evidence of teacher performance is presented to the Board of Review. A teacher will be notified of any decisions by the Board of Review.

If a teacher is an intern, in assistance, or in intervention there are frequent and regular meetings with the consulting teacher. These meetings will follow direct observation and will have face-to-face consultation and will include a paper copy of all observed performance with recommendations for improvement.

All documentation and reference to the PAR handbook or PAR rubric are documented and the teacher will be given a copy. Immediate, impact performance assistance may be given verbally, face-to-face and will follow a formal observation.

Also, teachers who are interns are required to take a class on instruction, and all teachers in PAR may be provided the time to observe other teachers in their classrooms, or to have other teachers come into their classrooms to model instruction or classroom management.

PAR consulting teachers may also provide a variety of planning, instruction, and recording instruments and materials to the teachers.

**(PAR Teacher Effectiveness Rubric is attached as appendix 1)**

**(The ACS PAR Handbook is available on [acsc.net](http://acsc.net) under the Administration / Human Resources link)**

Requirement 6: **Evaluators**

Peer Evaluators under the PAR system fall into two categories: First are the building-level teams, who are selected (five in the secondary buildings and three in the elementary buildings) by election at the building level. Second are the district-level full-time teachers providing peer assistance, who are called Consulting Teachers.

Building-level PAR teams refer teachers to the PAR process which begins with a performance review. If the performance review indicates that a teacher is unsatisfactory in areas of instruction or classroom management, they will be assigned a Consulting Teacher.

Consulting Teachers are selected by a rigorous process which requires an interview, letters of recommendation (which must include their building principal), and a writing sample. Once selected as “Consulting Teachers-in-waiting” they participate in an apprenticeship and training program under the guidance of veteran consulting teachers before they assume any Consulting Teacher duties working with teachers who are interns, or in assistance or intervention.

Consulting Teachers must be effective classroom teachers before they are Consulting Teachers and return to the classroom after a three-year assignment with PAR.

Consulting Teachers are also expected to continue with training in instruction, on-going education, and will often attend additional training (such as the state RISE training) in areas specific to evaluation. Consulting Teachers also serve in the “teach the teacher” role with intern teachers and must demonstrate effectiveness in teaching professional adults.

**(PAR Teacher Effectiveness Rubric is attached as appendix 1)**

**(The ACS PAR Handbook is available on [acsc.net](http://acsc.net) under the Administration / Human Resources link)**

Requirement 7: **Feedback and Remediation Plans**

All teachers in the category of intern or in assistance or intervention receive summative and formative assessments, in writing, from the Consulting Teacher following each session of observation or direct assistance.

Based upon observed instructional or management practice, the Consulting Teachers will give guidance on areas of improvement with specific examples of effective methodology and current pedagogy.

Teachers who are interns also must take a college-level class on fundamentals of instruction. Veteran teachers in assistance or intervention can be directed to observe or participate directly with effective teachers in learning current best practices in the classroom.

Using professional development and specific, standardized training can be documented as professional growth points.

If teachers do not end their PAR participation in the category of 'satisfactory' they may be recommended by the Board of Review for cancellation of contract. The Manager of Human Resources, in cooperation with the teacher's building principal, will then inform the teacher that the recommendation will be made to the Anderson Community Schools Board of Education for cancellation of contract. At that time the procedural due process rights of the teacher will be explained to them.

In compliance with state law, (IC 20-28-11.5-6) any employee facing a recommendation of cancellation of contract will then have the right to request a private conference with the corporation superintendent within five days of the vote of the Board of Review to recommend cancellation of contract.

**(PAR Teacher Effectiveness Rubric is attached as appendix 1)**

**(The ACS PAR Handbook is available on [acsc.net](http://acsc.net) under the Administration / Human Resources link)**

Requirement 8: **Instruction Delivered by Teachers Rated Ineffective**

Under the PAR system used by Anderson Community Schools a teacher who remains in the category of 'unsatisfactory' can be recommended for cancellation of contract. No teacher who is in the PAR process with the designated category of 'unsatisfactory' would continue to teach without intense peer assistance or intervention, and, following that process, may be recommended for cancellation of contract.

Any teacher in the category of 'unsatisfactory' would also be working directly with a Consulting Teacher during the entire period of assistance, intervention, or internship.

**(PAR Teacher Effectiveness Rubric is attached as appendix 1)**

**(The ACS PAR Handbook is available on [acsc.net](http://acsc.net) under the Administration / Human Resources link)**

# Appendix 1 – PAR Rubric

## Peer Assistance and Review Rubric

### Definition of Terms

To promote uniformity of use, the following rubrics are to be used in interpreting the criteria of evaluation.

### Teaching Procedures

#### **A. Skill in Planning**

1. The teacher develops written lesson plans based on students' needs.

**Satisfactory:** The teacher writes lesson plans including a goal or an objective. Materials are listed as well as an evaluation/assessment plan. The lesson is detailed enough to be easily understood and includes classroom participation when acceptable.

**Unsatisfactory:** The teacher does not write lesson plans that include a goal or an objective. Materials are not listed and/or there is a lack of planning for evaluation/assessment.

2. Selected goals are appropriate for the lesson(s).

**Satisfactory:** The teacher plans lessons that are appropriate for the student(s) based on student needs and long range planning.

**Unsatisfactory:** Lessons are not designed to meet the needs of the student(s).

3. Task difficulty is appropriate for this lesson.

**Satisfactory:** The teacher takes into account the abilities of the student(s) when preparing and/or conducting the session.

**Unsatisfactory:** The teacher does not take into account the abilities of the student(s) when preparing and/or conducting the session.

4. Techniques and materials are appropriate for the student(s).

**Satisfactory:** The materials and techniques used reflect consideration of student(s) age, developmental level and disorder.

**Unsatisfactory:** The materials and techniques are not age and/or developmentally appropriate and/or they do not take into consideration the student's(s') disorder.

5. Smooth transitions between activities and lessons result in little or no loss of instructional time.

**Satisfactory:** Transitions are smooth, resulting in little or no loss of instructional time.

**Unsatisfactory:** Transitions are not smooth. Instructional time may be lost.

## **B. Skill in Assessment**

1. The teacher uses a variety of assessment techniques.

**Satisfactory:** The teacher uses a variety of techniques when assessing student(s') including but not limited to interview, observation, sampling, checklists, portfolios, narratives and standardized testing.

**Unsatisfactory:** The teacher does not use a variety of techniques when assessing student(s') progress.

2. The teacher uses assessment results to determine what material must be re-taught.

**Satisfactory:** The teacher uses assessment results to guide future instruction for the class.

**Unsatisfactory:** The teacher does not use assessment results to guide future instruction for the class.

3. The teacher keeps an up-to-date record of student achievement to support evaluation.

**Satisfactory:** The records are used to provide feedback as required or requested by school officials.

Academic and non-instructional records (attendance, behavior referrals or documentation) are accurate, current, complete, and organized in an easy to follow manner. An adequate number of records are kept to justify academic evaluation.

**Unsatisfactory:** The records are not used to provide feedback to school officials. Academic and non-instructional records are not accurate, current, complete, and/or organized in an easy to follow manner. An adequate number of records are not kept in order to justify academic evaluation.

## **C. Skill in Delivering Information**

1. Instruction follows steps for effective learning.

**Satisfactory:** The teacher states the goal/objective to the student(s) and follows through with appropriate pacing for the task.

**Unsatisfactory:** The teacher does not follow the steps for effective teaching. Pacing moves too quickly or slowly for the student(s') understanding.

2. Explicit directions are given for each task so the pupils know what is expected.

**Satisfactory:** The teacher's directions and procedures are clear to the student(s) and contain enough detail to develop understanding.

**Unsatisfactory:** The teacher's directions and procedures are not clear to the student(s). They do not contain enough detail to develop understanding.

#### **D. Resourceful Use of Instructional Materials**

1. Materials are used to stimulate interest and enrich learning.

**Satisfactory:** Materials are used to engage students and enrich learning.

**Unsatisfactory:** Materials are not used to engage students and/or enrich the learning process.

2. Resources are readily available and are used to enhance instruction throughout the lesson.

**Satisfactory:** The teacher incorporates district resources that support the goals of the lesson. The necessary materials are prepared for use prior to the lesson.

**Unsatisfactory:** The teacher does not incorporate district resources to support the goals of the lesson. Necessary materials for instruction are not prepared in advance of the lesson being taught.

#### **E. Skill in Motivating**

1. The teacher uses questions, concrete materials, and short reviews leading into the lesson.

**Satisfactory:** The teacher reviews previously learned material in preparation for new content being introduced. The teacher also uses student(s') background knowledge and experiences to make the content more comprehensible.

**Unsatisfactory:** The teacher does not use background knowledge and or review of previously learned material to make the content more comprehensible.

2. Lessons provide a balance of student(s) and teacher interaction.

**Satisfactory:** The teacher designs lessons that provide opportunities for students to participate.

**Unsatisfactory:** The teacher does not provide opportunities for students to participate

3. The enthusiasm of the teacher is sustained throughout the lesson.

**Satisfactory:** The teacher exhibits enthusiasm and physical vigor, which engages students in learning. As a result, students display a moderate to high level of participation and enthusiasm for the subject matter.

**Unsatisfactory:** The teacher is not enthusiastic when presenting the lesson. The students are not engaged resulting in little participation from the students.

4. High standards of work are consistently encouraged.

**Satisfactory:** The teacher's work expectations are appropriate for the student(s).

**Unsatisfactory:** The teacher does not have appropriate work expectations for the student(s).

### **F. Skill in Questioning Techniques**

1. Questions are closely related to the students' levels of comprehension and are appropriate to the purpose of the lesson.

**Satisfactory:** The teacher asks questions that can be understood by the students and relate to the purpose of the lesson. The questions promote participation and relevant discussion.

**Unsatisfactory:** The teacher does not ask questions that are understood by a majority of the students. The questions do not relate to the purpose of the lesson. The questions do not promote participation and/or relevant discussion.

2. The teacher offers reinforcement of students' responses.

**Satisfactory:** The teacher uses paraphrasing, positive feedback, and confirmation of response to reinforce student learning and to help those who need assistance.

**Unsatisfactory:** The teacher does not use paraphrasing, positive feedback, and/or confirmation of response.

### **G. Ability to Recognize and Provide for Individual Differences**

1. The teacher shows a personal interest in each student's progress.

**Satisfactory:** The teacher demonstrates an understanding of each student's unique abilities and backgrounds when planning for educational experiences.

**Unsatisfactory:** The teacher does not demonstrate an understanding of each student's unique abilities and backgrounds when planning for educational experiences.

2. Individual students are helped to achieve the maximum of their abilities through the teacher's use of variety of assignments and teaching methods.

**Satisfactory:** The teacher's lessons take into consideration the needs of various learners through the use of a variety of teaching methods and assignments. Adjustments in instruction and in pacing frequently take place as appropriate. The teacher makes provisions for students who have learning differences.

**Unsatisfactory:** The teacher does not use a variety of teaching methods and assignments to help various learners. Pacing and instruction are not adjusted based on student needs.

## **H. Oral and Written Communication**

**Satisfactory:** The teacher demonstrates the ability to communicate effectively in both oral and written expression. Command of Standard English is demonstrated through correct syntax and grammar. The teacher does not exhibit language patterns which inhibit effective communication to the students.

**Unsatisfactory:** The teacher does not effectively communicate. The teacher does not use correct syntax and/or grammar. The teacher exhibits language patterns which inhibit effective communication.

## **I. Speech, Articulation, and Voice Quality**

**Satisfactory:** The quality and control of the teacher's voice does not present an obstacle to learning. (For example, in the primary grades, the teacher's distinct enunciation of different vowel sounds is necessary to teach reading; a teacher's voice that is too low to be heard will hinder instruction.) This is not intended to exclude individuals with speech impediments from teaching. However, if the teacher's voice or articulation actually interferes with student learning, the teacher must do whatever is necessary and possible to correct the problem.

**Unsatisfactory:** The quality and control of the teacher's voice presents obstacles to learning.

## Classroom Management

### **A. Effective Classroom Management and Control**

1. The teacher sets up and maintains reasonable rules of conduct.

**Satisfactory:** The teacher deals with all misbehaviors with respect for the students. Students' behavior does not disrupt the learning environment in the classroom. The teacher enforces all school and district policies within his/her classroom. Reasonable rules and appropriate consequences are established for classroom behavior. Classroom rules and consequences are posted along with classroom procedures. Standards of conduct are taught and re-taught as needed until understood by all students.

**Unsatisfactory:** The teacher does not deal with all misbehaviors respectfully. Student behaviors disrupt the learning environment in the classroom. The teacher does not enforce all school and district policies within his/her classroom. Reasonable rules and appropriate consequences are not established for classroom behavior. Classroom rules and consequences are not posted along with classroom procedures. Standards of conduct are not re-taught as needed until understood by all students.

2. The teacher models appropriate behavior that is respectful to all students.

**Satisfactory:** The teacher is caring (mannerly; uses appropriate tone of voice, and dialogue; calls students by name), and/or friendly (converses appropriately with students, makes eye contact, smiles).

**Unsatisfactory:** The teacher is not caring, and/or friendly.

3. The classroom atmosphere promotes student confidence and self-discipline.

**Satisfactory:** The teacher uses praise, positive reinforcement and/or corrective feedback to encourage self-discipline and self-respect on the part of the students.

**Unsatisfactory:** The teacher does not use praise, positive reinforcement and/or corrective feedback to encourage self-discipline and/or self-respect on the part of the students.

### **B. Effective Interaction with Students**

1. A climate of fairness is maintained in the classroom.

**Satisfactory:** The pattern of teacher response to student behavior is fair.

**Unsatisfactory:** The pattern of teacher response to student behavior is not fair.

2. The teacher understands and respects students as individuals.

**Satisfactory:** The teacher demonstrates understanding and respect for students as unique individuals. As a result, the students are respectful to the teacher, their peers and others. The teacher is not demeaning or sarcastic when interacting with students.

**Unsatisfactory:** The teacher does not demonstrate understanding and/or respect for students as unique individuals. The teacher is demeaning and/or sarcastic when interacting with students.

3. The teacher provides opportunities for students to be involved in the decision-making process when appropriate.

**Satisfactory:** When appropriate, students are allowed to give input and express ideas.

**Unsatisfactory:** Students are not given opportunities to give input and/or express their ideas when appropriate.

### **C. Efficient Classroom Routine**

1. Non-instructional matters do not interfere with learning.

**Satisfactory:** Instructional time is not lost due to inefficient classroom routine. Time is not wasted on non-instructional matters.

**Unsatisfactory:** Instructional time is lost due to inefficient classroom routine. Time is wasted on non-instructional matters.

2. Observation indicates good storage and distribution of educational supplies and materials.

**Satisfactory:** Materials are readily accessible and properly stored. The teacher has a routine for distributing materials.

**Unsatisfactory:** Materials are not readily accessible and/or are not properly stored. The teacher does not have a routine for distributing materials.

3. The pattern of the teacher's movement enhances the learning process.

**Satisfactory:** The teacher circulates or sits with the child(ren) to enhance the learning process.

**Unsatisfactory:** The teacher does not circulate or sit with the child(ren) in order to enhance the learning process.

### **D. Confidence/Stability**

1. The teacher projects confidence in his/her teaching.

**Satisfactory:** The teacher projects confidence in his/her teaching ability, which helps facilitate the learning process.

**Unsatisfactory:** The teacher does not project confidence in his/her teaching ability.

2. The teacher exhibits consistent disposition when dealing with unforeseen incidents and interruptions.

**Satisfactory:** The teacher is calm and deals with unforeseen incidents and interruptions in a professional manner.

**Unsatisfactory:** The teacher is upset and does not deal with unforeseen incidents and interruptions in a professional manner.

3. The teacher demonstrates emotional self-control.

**Satisfactory:** The teacher uses self-control in front of students.

The teacher responds and interacts with students in a positive, constructive, and appropriate manner.

**Unsatisfactory:** The teacher does not use self-control in front of students. The teacher does not respond and/or interact with students in a positive, constructive, and/or appropriate manner.

**E. Reasonable, Fair, and Impartial in Dealing with Students**

1. The teacher recognizes his/her proper role.

**Satisfactory:** The teacher maintains a caring and professional relationship with all students.

**Unsatisfactory:** The teacher does not maintain a caring and/or professional relationship with all students.

2. The teacher makes students aware of his/her expectations.

**Satisfactory:** The teacher generally communicates high expectations, and most students demonstrate an understanding of them.

**Unsatisfactory:** The teacher generally does not communicate high expectations.

3. The teacher does not demonstrate individual or group bias.

**Satisfactory:** The teacher demonstrates respect for individuals and groups. The teacher recognizes diversity and does not tolerate bias among students. The teacher's expectations are consistently applied without favoritism.

**Unsatisfactory:** The teacher does not demonstrate respect for individuals and/or groups. The teacher does not recognize diversity and/or tolerates bias among students. The teacher's expectations are not consistently applied without favoritism.

**Knowledge of Subject – Academic Preparation**

**A. The Teacher Demonstrates Knowledge of Subject Through Classroom Performance.**

**Satisfactory:** In the classroom, the teacher uses methods and techniques learned through course work and professional development.

**Unsatisfactory:** In the classroom, the teacher does not use methods and/or techniques learned through course work and/or professional development.

**B. The Teacher Demonstrates Academic Preparation to Teach the Subject Assigned.**

**Satisfactory:** The teacher is licensed to teach based on his/her degree.

**Unsatisfactory:** The teacher is not licensed to teach based on his/her degree.

## **Personal Characteristics and Professional Responsibility**

### ***A. Genuine Interest in Teaching***

1. The teacher exhibits a positive, professional attitude toward teaching.

**Satisfactory**: The teacher maintains a professional relationship that is supportive and cooperative with colleagues. The teacher works with colleagues to promote an effective teaching and learning climate.

**Unsatisfactory**: The teacher does not maintain a professional relationship that is supportive and/or cooperative with colleagues. The teacher does not work with colleagues to promote an effective teaching and/or learning climate.

2. The teacher is receptive to research-based ideas and techniques.

**Satisfactory**: The teacher uses research-based ideas and educational concepts to improve the quality of instruction in the classroom.

**Unsatisfactory**: The teacher does not use research-based ideas and/or educational concepts to improve the quality of instruction in the classroom.

### ***B. Personal Appearance***

**Satisfactory**: The teacher exhibits good personal hygiene and follows the ACSC employee dress code.

**Unsatisfactory**: The teacher does not exhibit good personal hygiene and/or does not follow the ACSC employee dress code.

### ***C. Skill and Adaptation***

**Satisfactory**: The teacher develops plans and strategies for unexpected interruptions and is able to adapt activities and transitions seamlessly without further distribution to the educational process.

**Unsatisfactory**: The teacher does not develop plans and/or strategies for unexpected interruptions.

### ***D. Acceptance of Policies and Procedures of the Anderson Community School Corporation.***

**Satisfactory**: The teacher complies with written policies and procedures of the Anderson Community School Corporation.

**Unsatisfactory**: The teacher does not comply with written policies and/or procedures of the Anderson Community School Corporation.

### ***E. Appropriately Monitors Students***

**Satisfactory**: The teacher monitors the students at all times inside the classroom and during activities outside the classroom.

**Unsatisfactory**: The teacher does not monitor the students at all times inside the classroom and/or during activities outside the classroom.

**F. Cooperative Approach Towards Parents and School Personnel**

**Satisfactory:** The teacher’s interactions are generally friendly and polite. The teacher exhibits respect for parents and staff. The teacher is receptive to the interests and opinions of parents and other staff members.

**Unsatisfactory:** The teacher is not friendly and/or polite. The teacher does not exhibit respect for parents and/or staff. The teacher is not receptive to the interests and opinions of parents and/or other staff members.

**G. Punctual and Regular Attendance**

**Satisfactory:** The teacher is on time and does not abuse sick leave.

**Unsatisfactory:** The teacher is not on time and/or abuses sick leave.