East Allen County Schools

Teacher Effectiveness Rubric Handbook

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June 2011
(Revised)
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Chronology

- Committee constituted in April 2011
- Committee met during the 2010-2011 school year
- Program proposal presented to EAEA Evaluation Committee on June 8, 2011
- Program proposal presented to EAEA Discussion Team on July 27, 2011
- Program proposal presented to district administrators on __________
- Program proposal presented to Superintendent and School Board on __________
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Teacher Effectiveness Rubric (TER)

Overview

What is the purpose of the Teacher Effectiveness Rubric?

The Teacher Effectiveness Rubric was developed for three key purposes:

- **To shine the spotlight on great teaching**: The rubric is designed to assist principals in their efforts to increase teacher effectiveness and ensure differentiated distribution of great teachers across the district.

- **To provide clear expectations for teachers**: The rubric defines and prioritizes the actions that effective teachers use to achieve gains in student achievement.

- **To support a fair and transparent evaluation of effectiveness**: The rubric provides the foundation for accurately assessing teacher effectiveness along with discrete ratings, in addition to growth data.

Who developed the Teacher Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from IDOE and the New Teacher Project (TNTP), contributed to the development of the rubric.

What research and evidence support the Teacher Effectiveness Rubric?

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

- Charlotte Danielson’s *Framework for Teachers*
- Iowa’s *A Model Framework*
- KIPP Academy’s *Teacher Evaluation Rubric*
- Robert Marzano’s *Classroom Instruction that Works*
- Massachusetts’ *Principles for Effective Teaching*
- Kim Marshall’s *Teacher Evaluation Rubrics*
- National Board’s *Professional Teaching Standards*
- North Carolina’s *Teacher Evaluation Process*
- Doug Reeves’ *Unwrapping the Standards*
- Research for Bettering Teaching’s *Skillful Teacher*
- Teach for America’s *Teaching as Leadership Rubric*
- Texas’ *TxBess Framework*
- Washington DC’s *IMPACT Performance Assessment*
- Wiggins & McTighe’s *Understanding by Design*

How is the Teacher Effectiveness Rubric organized?

The rubric is divided into four domains:

- **Domain 1: Purposeful Planning**
- **Domain 2: Effective Instruction**
- **Domain 3: Teacher Leadership**
- **Domain 4: Core Professionalism**

Discrete indicators within each domain target specific areas that effective teachers must focus upon.
TEACHER EFFECTIVENESS RUBRIC (TER)

Philosophy
The East Allen County Schools is committed to instructional improvement and to student achievement. A TER is critical to not only improving instructional practice, but also to improving student achievement. While the primary focus of evaluation is to improve instruction, teacher appraisal requires teachers to not only meet established performance expectations, but also to strive to attain proficient levels of instructional ability. This process must be continuous and constructive and must take place in an atmosphere of mutual trust and respect. The process is a cooperative effort on the part of the administrator and staff member. It is designed to encourage productive dialogue between staff and administrators to promote professional growth and development.

Program Features
The TER is built on the Indiana Department of Education (IDOE) TER model. The rubric presents four distinct domains of teaching responsibility: Purposeful Planning, Effective Instruction, Teacher Leadership and Core Professionalism. Each of the Domains is described in terms of several components, which are, in turn, described by indicators. Each indicator is further described by descriptive statements by level of performance. These levels of performance are defined as follows: Highly Effective, Effective, Improvement Necessary, or Ineffective

Highly Effective
Teachers at this level are master teachers and make a contribution to the field, both inside and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

Effective
The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Improvement Necessary
The teacher appears to understand the concepts underlying the component and attempts to implement its indicators. However, implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor/instructional coach) will enable the teacher to become effective in this area. For supervision and evaluation, this level is minimally competent—improvement is expected with experience.

Ineffective
The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the indicators will enable the teacher to grow and develop in this area.
Participation and Timelines for all Certified Personnel

All certified personnel will participate in the TER annually. This would include teachers that transfer into a building after the school year has started and long term substitute teachers (teachers that sub for more than three weeks). Further definitions, participation requirements, and timelines for each plan follow. **All teachers will be given an orientation to the TER by September 15.**

Copies of all observations, summative evaluations, goal setting documentation, assistance phase documentation and discipline phase documentation will be distributed in the following manner: one copy to the teacher, one copy to the administrator(s), and one copy to the Human Resources.

**Non-Permanent**
First and second year teachers in EACS, regular contract, full-time and part-time

1. All beginning teachers (full-time and part-time) will participate in the TER during their first and second years under regular teaching contracts in the school district. Previous temporary or substitute teaching assignments will not apply towards the years of experience.

2. Those teachers participating in the Assistance Phase or those dismissed from the Disciplinary Phase will participate in the TER non-permanent plan.

3. Full-year and part-time temporary teachers will participate in the non-permanent plan. A teacher on temporary contract who transitions into a regular contract will receive credit for their temporary contract teaching time, i.e., a teacher on temporary contract will be on TER non-permanent plan his/her first year. If the teacher transitions to a regular contract the second year, the teacher will still be on the TER non-permanent plan. He/she does not have to start the process over.

4. The TER non-permanent plan will be used to evaluate the teacher’s ability to meet basic performance expectations.

5. The evaluation of performance expectations will typically be made through an administrator’s classroom observations and daily contact and interaction with the teacher.

6. A minimum of **four observations** will be conducted by **December 15.** A minimum of **two observations** will be conducted between **January 1 and March 15.** A minimum of **two additional observations** will be conducted between **March 16 and May 15.**

7. Teachers who do not meet minimum performance expectations after at least two walk-throughs will be observed using the Focused Feedback form. Teachers will remain there until the performance improves to an effective rating. If a teacher is on Focused Feedback, additional walk-throughs should be completed.
8. A post-observation report (observation notes and reflections) will be given to the teacher within **three school days**; a post-observation conference may be requested by either the teacher or the administrator.

9. A summative evaluation and conference will be provided by the administrator on or before **December 15** and on or before **March 15**. The teacher and administrator will each bring a completed TER to the meeting to discuss where the teacher’s standing is on each of the domains/rubrics.

10. Teachers meeting minimum performance expectations will be recommended for continued employment.

11. Teachers who do not meet minimum performance expectations may be recommended for non-renewal of contract. After **December 15**, if a non-permanent teacher is not meeting minimum performance expectations, an administrator will place the teacher in the Assistance Phase where an improvement plan will be developed. In addition, the teacher will be observed by the administrator at least **three more times** with a written evaluation provided by the administrator by **March 15**. At that point, the administrator will recommend non-renewal of the teacher or recommend continuation the following school year. After **December 15**, an administrator will notify the building EAEA representative no later than **January 15** of a teacher’s failure to meet minimum performance expectations (subject to the teacher’s permission) so the EAEA can also provide assistance to the teacher as needed.

12. Teachers who serve two or more schools will be supervised and evaluated in collaboration between administrators in all schools served. Supervising administrators are fully responsible for the completion of the TER. Administrators will mutually agree on who completes the observations and written paperwork and notify Human Resources in writing of the decision.

**Semi-Permanent**

Third and fourth year teachers in EACS, regular contract, full-time and part-time

1. Teachers in this category will participate in TER.

2. The TER semi-permanent plan will be used to evaluate the teacher’s ability to meet basic performance expectations.

3. The evaluation of performance expectations will typically be made through an administrator’s classroom observations and daily contact and interaction with the teacher.

4. The administrator will meet with the teacher prior to **October 15** to establish the teacher’s professional goal(s). Goals will be specific to teacher performance and the school improvement plan. Goals will be established reflecting a domain or domains by the teacher, and approved by the administrator. In those instances where agreement cannot be reached, the administrator will have the final responsibility to establish a goal. Goal setting may be completed in conjunction with other team members, individual teachers must complete separate forms and each teacher will be evaluated individually.
Activities chosen should reflect work in one of the four Domains. Such activities may include, but not be limited to:

- Department, grade level or subject area projects
- Collecting artifacts and sharing them with colleagues
- Mentoring (not with a beginning teacher or one on the (Assistance Phase)
- Peer coaching or working with a peer coach
- Videotaping of instruction
- Planning/implementing learning activities for special students
- Observing another teacher or teachers
- Planning an in-service education presentation
- Presenting at an in-service session or conference
- Presenting parent workshops

5. The means for collecting artifacts/information regarding progress should be discussed and agreed upon by the teacher and the administrator. The method selected should be appropriate to the goal. There are not specific requirements as to the type or frequency of methods. In those instances where agreement cannot be reached, the administrator has final responsibility of their determination.

6. A minimum of **four observations** will be conducted by **December 15**. A minimum of **four additional observations** will be conducted between **January 1 and May 1**.

7. A post-observation report (observation notes and reflections) will be given to the teacher within **three school days**; a post-observation conference may be requested by either the teacher or the administrator.

8. Teachers who do not meet minimum performance expectations after at least two walk-throughs will be observed using the Focused Feedback form. Teachers will remain there until the performance improves to an effective rating. If a teacher is on Focused Feedback, additional walk-throughs should be completed.

9. **An Interim Goal Report and conference will be provided by December 15.** The teacher and administrator will each bring a completed TER to the meeting to discuss where the teacher’s standing is on each of the domains/rubrics.

10. The Goal Setting Report will be completed during or immediately following the final conference. The highlight of the conference is the joint discussion of the year’s activity, the implications for future goal setting, and continual self-growth. The final goal setting report, along with at least twelve observations, must be completed on or before **May 1** and should reflect the discussion held during the conference. A summative evaluation and conference will be provided by the administrator on or before **May 1**.

11. Teachers meeting minimum performance expectations will be recommended for continued employment.
12. Teachers who do not meet minimum performance expectations may be recommended for non-renewal of contract. If a semi-permanent teacher is not meeting minimum performance expectations, an administrator will place the teacher in the Assistance Phase where an improvement plan will be developed. Once the teacher has been placed in the Assistance Phase, the teacher will be observed by the administrator at least three more times with a written evaluation provided by the administrator. At that point, the administrator will recommend non-renewal of the teacher or recommend continuation the following school year. An administrator will notify the building EAEA representative of a teacher’s failure to meet minimum performance expectations (subject to the teacher’s permission) so the EAEA can also provide assistance to the teacher as needed.

13. Teachers who serve two or more schools will be supervised and evaluated in collaboration between administrators in all schools served. Supervising administrators are fully responsible for the completion of the TER. Administrators will mutually agree on who completes the observations and written paperwork and notify Human Resources in writing of the decision.

Permanent
Fifth consecutive regular contract and beyond in EACS, full-time and part-time

1. Teachers will participate in the TER.
2. The TER permanent plan will be used to evaluate the teacher’s ability to meet basic performance expectations.
3. The evaluation of performance expectations will typically be made through an administrator’s classroom observations and daily contact and interaction with the teacher.
4. The administrator will meet with the teacher prior to October 15 to establish the teacher’s professional goal(s). Goals will be specific to teacher performance and the school improvement plan, established reflecting a domain or domains by the teacher, and approved by the administrator. In those instances where agreement cannot be reached, the administrator will have the final responsibility to establish a goal. Goal setting may be completed in conjunction with other team members, individual teachers must complete separate forms and each teacher will be evaluated individually.

Activities chosen should reflect work in one of the four Domains. Such activities may include, but not be limited to:
- Department, grade level or subject area projects
- Collecting artifacts and sharing them with colleagues
- Mentoring (not with a beginning teacher or one on the Assistance Phase)
- Peer coaching or working with a peer coach
- Videotaping of instruction
- Planning/implementing learning activities for special students
- Observing another teacher or teachers
- Planning an in-service education presentation
- Presenting at an in-service session or conference
• Presenting parent workshops

5. The means for collecting artifacts/information regarding progress should be discussed and agreed upon by the teacher and the administrator. The method selected should be appropriate to the goal. There are not specific requirements as to the type or frequency of methods. In those instances where agreement cannot be reached, the administrator has final responsibility of their determination.

6. Communication related to these activities may be initiated at any time by the administrator or by the teacher. A mid-year meeting between the teacher and administrator to discuss the teacher’s plan is required by January 31. The teacher and administrator will each bring a completed TER to the meeting to discuss where the teacher’s standing is on each of the domains/rubrics.

7. A minimum of four observations will be conducted by December 15. A minimum of four additional observations will be conducted between January 1 and May 15.

8. Teachers who do not meet the minimum performance expectations after at least two walk-throughs will be observed using the Focused Feedback form. Teachers will remain there until the performance improves to an effective rating. If a teacher is on Focused Feedback, additional walk-throughs should be completed.

9. A post-observation report (observation notes and reflections) will be given to the teacher within three school days; a post-observation conference may be requested by either the teacher or the administrator.

10. The Goal Setting Report will be completed during or immediately following the final conference. The highlight of the conference is the joint discussion of the year’s activity, the implications for future goal setting, and continual self-growth. The final goal setting report, along with at least eight observations, must be completed on or before May 15 and should reflect the discussion held during the conference. A summative evaluation and conference will be provided by the administrator on or before May 15.

11. Teachers meeting minimum performance expectations will be recommended for continued employment.

12. Teachers who do not meet minimum performance expectations may be recommended for non-renewal of contract. If a permanent teacher is not meeting minimum performance expectations, an administrator will place the teacher in the Assistance Phase where an improvement plan will be developed. In addition, the teacher will be observed by the administrator at least three more times with a written evaluation provided by the administrator. At that point, the administrator will recommend non-renewal of the teacher or recommend continuation the following school year. An administrator will notify the building EAEA representative of a teacher’s failure to meet minimum performance expectations (subject to the teacher’s permission) so the EAEA can also provide assistance to the teacher as needed.
13. Teachers who serve two or more schools will be supervised and evaluated in collaboration between administrators in all schools served. Supervising administrators are fully responsible for the completion of the TER. Administrators will mutually agree on who completes the observations and written paperwork and notify Human Resources in writing of the decision.
EACS Teacher Effectiveness Rubric
Non-permanent teacher - 1st & 2nd year/Semi-permanent or permanent teacher new to the district/Semi-permanent or permanent teacher in the assistance phase
Mid-Year Form – December 15

School Year: ________________________ School: ________________________

Teacher: ________________________ Administrator(s): ________________________

Assignment: ________________________

EACS Experience (including current year): ________________________

Total Experience (including current year): ________________________

Observation Dates: #1: ___________ #2: ___________ #3: ___________ #4: ___________
(If necessary 5-8) #5: ___________ #6: ___________ #7: ___________ #8: ___________

Meets or exceeds minimum performance expectations as of December 15: _____ Yes _____ No

If no, what indicator(s) did the teacher receive “ineffective” ratings?

________________________________________________________________________

Comments: ________________________________________ __________________________________

NOTE: A non-permanent teacher may be recommended for non-renewal of their teaching contract for receiving “ineffective” ratings in any one of the domains:

Domain 1: Purposeful Planning  Domain 3: Teacher Leadership
Domain 2: Effective Instruction  Domain 4: Core Professionalism

________________________________________________________________________

Teacher’s Signature ________________________ Date ________________________

Administrator’s Signature ________________________ Date ________________________

The teacher signature does not necessarily indicate agreement with the evaluation, but only that the evaluation has been read by the teacher. The teacher is invited to include self-evaluation comments and professional growth and extra-curricular information as an attachment to the evaluation form.

________________________________________________________________________

The teacher would prefer an administrator not contact EAEA representatives in the event he/she fails to meet minimum expectations.

Teacher ________________________ Date ________________________

Original to: Human Resources Office Copies to: Teacher & Administrator(s)
EACS Teacher Effectiveness Rubric
Non-permanent teacher - 1st & 2nd year/Semi-permanent or permanent teacher new to the district/Semi-permanent or permanent teacher in the assistance phase
Summative Form – March 15

School Year: ___________________________ School: ___________________________
Teacher: ___________________________ Administrator(s): ___________________________
Assignment: ___________________________
EACS Experience (including current year): ___________________________
Total Experience (including current year): ___________________________

Observation Dates: #1: ____________ #2: ____________ #3: ____________ #4: ____________
(If necessary 7-12) #5: ____________ #6: ____________ #7: ____________ #8: ____________
#9: ____________ #10: ____________ #11: ____________ #12: ____________

Meets or exceeds minimum performance expectations as of March 15: _____ Yes _____ No
If no, what indicator(s) did the teacher receive “ineffective” ratings?

_________________________ ___________________________
Comments: __________________________________________________________________________

NOTE: A non-permanent teacher may be recommended for non-renewal of their teaching contract for receiving “ineffective” ratings in any one of the domains:
Domain 1: Purposeful Planning Domain 3: Teacher Leadership
Domain 2: Effective Instruction Domain 4: Core Professionalism

Recommended for continued employment: _____ Yes _____ No

__________________________ ____________________________
Teacher’s Signature Date
__________________________ ____________________________
Administrator’s Signature Date

The teacher signature does not necessarily indicate agreement with the evaluation, but only that the evaluation has been read by the teacher. The teacher is invited to include self-evaluation comments and professional growth and extra-curricular information as an attachment to the evaluation form.

The teacher would prefer an administrator not contact EAEA representatives in the event of potential non-renewal.

Teacher ___________________________ Date ___________________________

Original to: Human Resources Office Copies to: Teacher & Administrator(s)
EACS Teacher Effectiveness Rubric
Goal Setting

Goal Setting Conference by October 15/Interim Goal Setting Report / Final Goal Setting Report

Teacher: ___________________________ Assignment: ___________________________ School Year: _________

Goal(s):

Domain to which goal pertains:

_____ Purposeful Planning  _____ Teacher Leadership

_____ Effective Instruction  _____ Core Professionalism

Plan for achieving goal along with timeline:

Adjustment to plan if needed:

Evidence/Proof of goal(s) attainment (artifacts/information included):

Observation Dates and Comments:

Continued
EACS Teacher Effectiveness Rubric
Goal Setting

Teacher’s signature (by October 15) ___________________________ Date ___________________________

Administrator’s signature (by October 15) ___________________________ Date ___________________________

Teacher’s signature (by December 15/January 31) ___________________________ Date ___________________________

Administrator’s signature (by December 15/January 31) ___________________________ Date ___________________________

Four Domains Evaluation [check designated goal area(s)]:

H –Highly Effective    E-Effective    IN-Improvement Necessary    I-Ineffective

_____ Purposeful Planning    H    E    IN    I

_____ Teacher Leadership    H    E    IN    I

_____ Effective Instruction    H    E    IN    I

_____ Core Professionalism    H    E    IN    I

Administrative Feedback:

Teacher’s signature (by May 1/May 15) ___________________________ Date ___________________________

Administrator’s signature (by May 1/May 15) ___________________________ Date ___________________________

Teacher’s signature does not mean that the teacher agrees with the evaluation, but that the teacher has reviewed the evaluation with the administrator. Teacher may comment on a separate sheet of paper and attach to this form.

Original to: Human Resources Office
Copies to: Teacher & Administrator(s)
TEACHER ASSISTANCE PHASE

An integral part of each teacher’s employment in the school district is continuous evaluation by administrators of his/her ability to meet the minimum performance expectations. The evaluation of these minimal expectations shall typically be made through a participation in the program for teacher evaluation and the administrator’s daily contact and interaction with the teacher. If problems arise, the following procedures will be implemented.

**Assistance Phase (Non-Permanent, Semi-Permanent and Permanent)**

1. The administrator will meet with the teacher and together they will develop a written improvement plan (form provided), which will include a problem statement that clearly specifies the deficient area(s). Specific objectives for improvement will be determined and a timeline will be established which specifies criteria which will serve as a measurement of success or failure in meeting the objectives. This must be accomplished within two weeks of assignment to the Assistance Phase.

2. A teacher in the Assistance Phase may elect to have a two-member assistance team (one certified employee selected by the teacher, one certified employee selected by the administrator) or a mentor. Assistance team members or mentors may assist only one teacher at a time and are to provide suggestions or model ways the teacher may meet identified performance standards. They must record ways assistance has been offered or provided and review them with the administrator, but they are not to be involved in evaluative decisions.

   Principals of assistance team members or mentors will allow the equivalent of four half-days of release time to work with teachers in the assistance phase. Additional contact time between mentor and teacher may be requested.

3. The teacher may request additional observations and/or meetings to monitor improvement.

4. A teacher participating in the assistance phase forfeits all rights to transfer until the teacher successfully completes the Assistance Phase.

5. Before May 1, the administrator will meet with the teacher in the Assistance Phase to provide written determination of the teacher’s employment status. One of three options may be exercised:
   
   A. The Assistance Phase is discontinued if the teacher’s performance meets the standards established in the improvement plan.
   
   B. The Assistance Phase is continued if progress has been made for the standards established in the teacher’s improvement plan, but reinforcement and further improvement is needed. The teacher will not be in the Assistance Phase for longer than two years.
   
   C. Dismissal is considered.

6. A teacher in the assistance phase who is bumped/displaced to another building will continue in the assistance phase in his/her new assignment. Principals must forward the Assistance Phase paperwork and call the receiving principal to inform them of the teacher’s status.
EACS Teacher Effectiveness Rubric  
Notification of Assistance Phase Placement

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<th>Teacher:</th>
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<th>Grade(s) and/or Subject Area(s):</th>
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<th>Observation Dates:</th>
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Reason(s) for placement in Assistance Phase:

Specific objectives/outcomes agreed upon by the teacher and the administrator for improvement:
Specific criteria agreed upon by the teacher and the administrator to measure success/failure in meeting the objectives/outcomes.

Timeframe agreed upon by the teacher and the administrator to resolve the concern:

___Corrective Actions to be completed during second half of the current school year.  
Date – May 10, ________________ (year)

___Corrective Action to be completed by the end of the first half of the next school year.  
Date – December 10, _____________ (year)

Teacher: ___________________________________ Date: ______________________________

Administrator: _____________________________ Date: _____________________________

Original to: Human Resources Office  
Copies to: Teacher & Administrator(s)
EACS Teacher Effectiveness Rubric
Notification of Disciplinary Phase Placement

1. A teacher may be placed in the Disciplinary Phase due to, but not limited to 1) not meeting standards for effective teaching after being in the Assistance Phase, 2) insubordination, or 3) violation(s) of specific building or corporation policies or rules.

2. The Disciplinary Phase begins with a meeting between the administrator, the teacher, and other designated or invited representatives. The EAEA president will be notified (subject to teacher approval) of a teacher placed in the Disciplinary Phase.

3. The administrator will identify in writing the specific standards, rules, or policies in violation. The teacher will be given the opportunity to respond within 10 working days and have a copy placed in the district personnel file. Following discussion, the administrator will indicate which steps will be taken in accordance with Indiana law.

4. The Disciplinary Phase addresses on-going performance concerns not corrected by the teacher under the Assistance Phase. The Disciplinary Phase is not intended as a restriction on the district’s right to take appropriate disciplinary action for teacher misconduct.

5. The Disciplinary Phase will last no more than one year and may not be followed by a return to the Assistance Phase. If the Disciplinary Phase is not completed successfully, then the teacher will be recommended for termination.

6. Depending on the issue or concern, the Disciplinary Phase is not guaranteed before an employee is recommended for termination. The severity of the issue or concern will determine if the Disciplinary Phase is utilized.
EACS Teacher Effectiveness Rubric  
Notification of Discipline Phase Placement

School Year: ____________________________ School: ____________________________

Teacher: ____________________________ Administrator(s): ____________________________

Grade(s) and/or Subject Area(s): __________________________________________________

Observation Dates:

#1: ____________________________ #2: ____________________________ #3: ____________________________
#4: ____________________________ #5: ____________________________ #6: ____________________________
#7: ____________________________ #8: ____________________________ #9: ____________________________
#10: ____________________________ #11: ____________________________ #12: ____________________________

Specific standards, rules or policies violated by the teacher to justify placement in Discipline Phase:

Steps to be taken by the teacher:

Steps to be taken by the administrator(s):

Teacher: ____________________________ Date: ____________________________

Administrator: ____________________________ Date: ____________________________

Original to: Human Resources Office    Copies to: Teacher & Administrator(s)