



Dynamic Minds Academy
Staff Performance Evaluation Plan
2026-2027

Legislative Context

- IC 20-28-11.5 contains 2 main requirements for the evaluation of all certificated staff:
 - Every teacher must receive an evaluation annually;
 - This evaluation must be posted on the school's website

Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.

Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on this major component:

Professional Practice- Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Instructional Planning, Instructional Delivery, Learning Environment, and Professionalism.

Overview of the Teacher Effectiveness Rubric for Dynamic Minds Academy Teachers

<i>Domain 1: Instructional Planning</i>
The teacher plans using the Indiana State Standards, the school's curriculum, effective strategies, resources, and data that meet the needs of all students.
<i>Domain 2: Instructional Delivery</i>
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
<i>Domain 3: Learning Environment</i>
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
<i>Domain 4: Professional Responsibilities</i>
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Timeline

July – August

- Evaluation plan is shared with teachers during professional development prior to school starting
- Evaluation plan is shared with Board of Directors at monthly meeting

August- September

- Teacher and primary evaluator meet for the Beginning-of-the Year Conference

August – December

- Evaluators makes classroom observations and provides feedback.

November – February

- Teacher and primary evaluator meet for improvement conference at teacher's request or primary evaluator's discretion.

January – June

- Evaluators continues to make classroom observations and provide feedback.

June – July

- Primary evaluator completes observations and scores Teacher Effectiveness Rubric
- Primary evaluator completes Summative Evaluation. (The timing of the completing of summative evaluation will be based upon the availability of student and/or school performance data provided by the State of Indiana.)

Upon Collection of Data

- Teacher and primary evaluator meet for the End-of-Year Conference
- Primary evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference

Evaluation Steps

Step 1 – Beginning-of-Year Conference- the teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

Step 2 – Classroom Observations – During the school year, evaluators will collect evidence through a series of observations and conferences. Each educator will receive three formal observations by their supervising administrator per school year. One at the beginning of the school year, one mid-year, and one at the end of the school year. Additional mini-observations may be done based on improvement plans.

The following table indicates minimum requirements for observations.

Observation Type	Length (minimum)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended	One complete lesson	3 per year	Yes	Yes	Within 5 work days	Yes

Short	At least 10 minutes	For staff on improvement plans only	Optional	Optional	Within 5 work days	No
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Step 3 – Improvement Conference (by teacher’s request or primary evaluator’s discretion) This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

The conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years.

Step 4 – Teacher Effectiveness Rubric: Scoring

- 1. The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of Instructional Planning and Professional Responsibilities. See Teacher Effectiveness Rubric Domains 1 and 4.
- 2. The primary evaluator uses professional judgment to establish four, final ratings in Instructional Planning, Instructional Delivery, Learning Environment, and Professional Responsibilities.** After collecting information, the primary evaluator must use professional judgement to assess the teacher and assign a rating in each competency within the first four domains. These scores will be based off all evidence collected by the primary evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

It is recommended that the evaluator not average competency scores to obtain the final domain score, but rather use professional judgment to decide which competencies are more important to teachers in different contexts and how teachers have evolved over the course of the year.

At this point each evaluator should have ratings in the first four domains that range from scores of 1 (Ineffective) to 4 (Highly Effective).

- 3. The primary evaluator uses established weights to calculate one rating for domains 1-6.** Each of the four final domain ratings is weighted according to importance and summed to form one rating for domains 1-4. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions.

These are reflected in:

Domain 1: Instructional Planning (25%)

Domain 2: Instructional Delivery (30%)

Domain 3: Learning Environment (25%)

Domain 4: Professional Responsibilities (20%)

Domains 1-4 Teacher Effectiveness Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1- Instructional Planning		25%	
Domain 2- Instructional Delivery		30%	
Domain 3- Learning Environment		25%	
Domain 4- Professionalism		20%	
Sum of Weighted Scores			
Final Teacher Effectiveness Score			

Step 5: Summative Teacher Evaluation Scoring –

This final weighted score is then translated into a rating on the following scale.



Teachers who have negatively affected student growth in their individual classroom measure, determined by local assessments, will receive a final summative rating no higher than “Improvement Necessary.”

Note: Borderline points always round up.

Step 6: End-of-year summative evaluation conference – The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to

the evaluation, must be provided to the teacher within seven days of the end-of-year summative evaluation conference.

Evaluator Training

The Education Director and Associate Education Director will serve as evaluators. All evaluators must complete evaluator training provided by the school before conducting any observations. Evaluators will spend the first month of school reviewing the rubric and norming responses based on group observations of live teaching and teaching videos.

Instructional Assistants

Instructional assistants are every 3 months with the first evaluation being 3 months from their hire date utilizing the included rubric. The Associate Education Director will utilize feedback from the teaching staff that work directly with the instructional assistant as well as a short observation.

Appendix A – Notes from IC 20-28-11.5

Teacher Remediation Plan - If a teacher receives a rating of ineffective or improvement necessary, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help the teacher improve. The Professional Development Plan form (Form 4 is an optional form that can be used.)

Appeal - A teacher who received a rating of ineffective may file a request for a private conference with the Board of Directors not later than 5 days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the Board President.

Parent Notice – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school must notify the parents, in writing and by email, of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

IDOE Reports – Before August 1, 2020 (and each year following), the school shall provide the results of the teacher performance category to the IDOE. The results may not include the names of teachers.

Compensation- A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher's employment contract is continued.

APPENDIX B

FORMS

Teacher Evaluation Form 1

Improvement Conference Check-In Form

Teacher: _____ Summative Evaluator _____

Date: _____ Grade: _____

Note: Improvement check-in conferences are **mandatory** if a teacher is in jeopardy of being rated as ineffective or improvement necessary based on prior observations, or has been rated ineffective or needs improvement on an evaluation within the past 5 years. This conference is optional for any other teachers, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, write N/A.

Number of Formal Observations Prior to Mid-Year Check-in: _____

Number of Informal Observations Prior to Mid-Year Check-in: _____

Domain 1: Professional Knowledge	Mid-Year Assessment of Domain 1
1a. Demonstrates accurate knowledge of the learning behavior characteristics of the disabilities of the students with whom they work 1b. Effectively addresses appropriate curriculum standards based on students' individual needs 1c. Bases instruction on goals that reflect high expectations and are based on students' IEPs 1d. Understands the sensory needs of students and is knowledgeable about ways to proactively use sensory strategies 1e. Demonstrates accurate knowledge of evidence-based teaching practices (reinforcement, prompting, visual schedules, antecedent based interventions, etc)	
Mid-Year Rating (Circle One)	4- Highly Effective 3- Effective 2- Improvement Necessary 1- Ineffective

Domain 2: Instructional Planning	Mid-Year Assessment of Domain 2
2a. Uses students learning data to guide planning	

2b. Aligns IEP goals with instructional plans 2c. Staff roles and responsibilities are clearly communicated with all team members (including instructional assistants and therapy staff) 2d. Aligns instructional plans to the State Standards and school curriculum	
Mid-Year Rating (Circle One)	4- Highly Effective 3- Effective 2- Improvement Necessary 2- Ineffective

Domain 3: Instructional Delivery	Mid-Year Assessment of Domain 3
3a. Engages and maintains students in active learning 3b. Promotes independence by using a variety of effective instructional strategies and resources to meet student needs 3c. Effectively uses and fades prompts to support students to promote independence 3d. Implements accommodations and modifications defined in the IEP 3e. Differentiate instruction to meet students' needs 3f. Instructional language is clear and concise for the individual learner	
Mid-Year Rating (Circle One)	4- Highly Effective 3- Effective 2- Improvement Necessary 3- Ineffective

Domain 4: Assessment of and for Student Learning	Mid-Year Assessment of Domain 4
4a. Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning and student growth 4b. Uses a variety of assessment strategies and instruments that are valid and	

appropriate for the content and for the individual student 4c. Gives constructive and frequent feedback to students on their learning 4d. Collects data related to student's IEP goals and objectives	
Mid-Year Rating (Circle One)	4- Highly Effective 3- Effective 2- Improvement Necessary 4- Ineffective

Domain 5: Learning Environment	Mid-Year Assessment of Domain 5
5a. Arranges the classroom to maximize learning while providing a safe structured environment while considering students' individual needs 5b. Establishes a student centered climate that promotes dignity and respect 5c. Uses visual supports including classroom and individual visual schedules to promote independence 5d. Multiple simultaneous activities occur that are supported by classroom layout 5e. Uses routines and procedures to promote a structured and predictable environment	
Mid-Year Rating (Circle One)	4- Highly Effective 3- Effective 2- Improvement Necessary 5- Ineffective

Domain 6: Professionalism	Mid-Year Assessment of Domain 6
6a. Collaborates and communicates effectively within the school community to promote inclusion and student success 6b. Adheres to federal and state laws, school policies, and ethical guidelines 6c. Works in a collegial and collaborative manner with administrators, related service personnel, paraprofessionals, therapy personnel, and the community	

6d. Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress	
Mid-Year Rating (Circle One)	4- Highly Effective 3- Effective 2- Improvement Necessary 6- Ineffective

Teacher Evaluation Form 2

Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name			
Grade Level		Grade Level	
Date Developed		Date Completed	
Primary Evaluator Approval		Primary Evaluator Signature	
Teacher Signature		Teacher signature	

Teacher Evaluation Form 3

Final Summative Rating

Dynamic Minds Academy

Teacher:

Age Group: _____ Date: _____

Summative Evaluator: _____

Note: This form should be completed based on information collected and assessed throughout the year. Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of formal Observations: _____

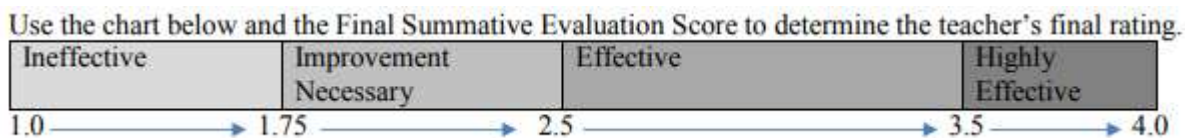
Number of informal Observations: _____

Domains 1-6 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1- Professional Knowledge		10%	
Domain 2- Instructional Planning		10%	
Domain 3- Instructional Delivery		30%	
Domain 4- Assessment of and for Student Learning		20%	
Domain 5- Learning Environment		20%	
Domain 6: Professionalism		10%	
Sum of Weighted Scores			
Final Teacher Effectiveness Rating			

Final Summative Evaluation Score: _____

Per IC 20-28-11.5-4 (c)(6), teachers who have negatively affected student growth will receive a final summative rating no higher than "Improvement Necessary." If the growth measure is 1, the final Score may not be higher than a score of two (2).



Note: Borderline points always round up.

Final Summative Rating:

☐ Ineffective ☐ Improvement
Necessary ☐ Effective ☐ Highly Effective

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____ Date: _____

Evaluator Signature:

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____ Date: _____