

## Burriss Laboratory School

### Teacher Evaluation Plan, 2025 - 2026 School Year

#### **Introduction**

The Burriss Laboratory School evaluation plan was designed based on feedback by teachers in commitment to laboratory school goals as defined by the State of Indiana and the additional goal of maintaining a collaborative and self-reflective community working toward professional growth. All faculty members designated as “teachers” will be evaluated according to this plan.

NOTE: As of the 2025-2026 school year, the State of Indiana no longer requires a teacher evaluation program that yields Highly Effective, Effective, Needs Improvement, and Ineffective ratings. We will use this year to phase out the current evaluation plan and work with teachers to design and adopt an evaluation plan for the 2026-2027 school year.

#### **Overview**

The ultimate goal of this evaluation process is teacher growth to improve student learning. As such, the evaluation model has three components that pursue growth through collaboration, self-reflection, and professional commitment:

- colleague and professional collaboration
- demonstration of self-reflection, growth, and student impact
- general expectations and professionalism

#### **Colleague and Professional Collaboration**

##### **Goal Setting**

Each teacher will have up to two growth goals for the academic year. Each teacher will meet with their primary evaluator early in the school year to set goals based on their personal pedagogical interests, passions, area(s) of research, or admin-identified growth areas.

## **Burris Learning Community (BLC)**

The administrative team will place teachers into complementary BLCs. In addition to the teacher and an administrator, the BLC will be made up of at least two additional members.

### BLC Meetings

At least six times per school year, BLCs will meet to share ideas and discuss and reflect upon progress toward goals. These meetings will be scheduled by administrators, who will be in attendance, but may be led by members of the BLC or outside professionals.

### **Collaborative Engagements**

Teachers have the flexibility to develop collaborative engagements that are best suited to their growth goals. These collaborative engagements may include, but are not limited to:

- observations of colleagues with follow up conversations
- time spent in the co-creation of work samples, articles, presentations, units, etc.
- participation in book studies
- immersive learning projects

Collaborations are encouraged with peers, mentors, BLC members, administrators, community partners, educators in other schools, or other professionals with opportunities that support a teacher's growth goals.

### **Demonstration of Self-Reflection, Growth, and Student Impact**

Teachers will provide multiple, professional examples to showcase their self-reflection, growth, and student impact. The majority of the time, sharing these examples will happen during the BLC meetings. In selection of examples, teachers should consider how the choice shows evidence of the following:

- Steps taken and/or changes made to practice in pursuit of growth toward the goal(s).
- Identified successes.
- Additional growth areas uncovered.

- Influence of collaborative engagements.
- Connection between teacher actions and student achievements.

Active, thoughtful, self-reflective, collaborative, and forward-thinking participation in the work of the BLC is the minimum expectation. Additional examples may include:

- Evidence of feedback received, action taken, results achieved, and adjustments made
- Professional development opportunity (workshop, conference, class, etc.) experienced and the application of what was learned
- Presenting expertise, knowledge, or learned information (i.e. to the Burriss faculty, as a guest lecturer for the University or another institution or community partner, at an academic conference, etc.)
- Professional publication

While the physical submission of examples is not required, teachers who do so may wish to (or may be asked by their evaluator to) include some narrative commentary to make clear how the example demonstrates self-reflection, growth, and student impact. Any physical submissions and commentary for the first semester should be submitted by the first Monday in December. Administrators will provide feedback by the first Monday in January. By the first Monday in May, teachers will upload second-semester examples; if a meeting is requested (by the teacher or administrator) those meetings will take place before the end of the school year. Final evaluation information will be shared with teachers by the end of the first full week of June.

### **General Expectations and Professionalism**

This category includes, but is not limited to, contributing to the school mission, meeting expectations of the teaching profession as well as those articulated in the faculty handbook such as monitoring students, timely grading, managing attendance, punctuality, collegiality, communication, and other job requirements. Meeting these expectations renders an Effective rating. Teachers who earn Highly Effective will also demonstrate qualities of leadership

including, but not limited to, serving on action-oriented committees, formally mentoring new teachers, championing new initiatives, etc. Work with your primary evaluator to identify available leadership opportunities.

## **Special Considerations**

### **Evaluations for Nonteachers**

As a department of Ball State University, Burriss Laboratory School administrators, counselors, principals, and superintendents are subject to Ball State University's Performance Evaluation for Administrators / Professionals. Administrators and counselors are evaluated by the building principal; the principal is evaluated by the superintendent; and the superintendent is evaluated by the Associate Dean of Teachers College.

### **Negative Impact / Remediation Plans**

A teacher who is rated ineffective is considered to have a negative impact on student growth. Any teacher rated ineffective will work with an instructional coach and will be placed on a performance improvement plan personalized to their specific growth needs. Actionable goals are created with administrator and instructional coach and may include targeted professional development / continuing education opportunities to be used toward license renewal. Teachers must demonstrate growth toward goals by the end of the next evaluation cycle. By requiring teachers to improve beyond an ineffective rating within one year, we ensure that no student will be instructed by an ineffective teacher for two consecutive years.

### Teacher Effectiveness Rubric

	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>Colleague and Professional Collaboration</p> <p>1/3 of final rating</p>	<p>Actively participates in BLC meetings, demonstrates leadership in collaborative engagements, and consistently engages with diverse stakeholders to enhance professional growth goals.</p>	<p>Regularly attends BLC meetings, contributes meaningfully to discussions, and collaborates effectively with peers and administrators to achieve growth goals.</p>	<p>Participates inconsistently in BLC meetings, demonstrates limited engagement in collaborative activities, and shows minimal progress towards achieving growth goals through collaboration.</p>	<p>Rarely attends BLC meetings, does not actively engage in collaborative efforts, and fails to demonstrate progress towards growth goals through collaboration.</p>
<p>Demonstration of Self-Reflection, Growth, and Student Impact</p> <p>1/3 of final rating</p>	<p>Provides compelling examples demonstrating thorough self-reflection, significant growth in practice, and clear evidence of positive student impact. Integrates feedback and continuously seeks opportunities for professional development.</p>	<p>Presents multiple examples showcasing effective self-reflection, noticeable growth in practice, and measurable student impact. Implements feedback to enhance teaching strategies and student outcomes.</p>	<p>Provides limited examples of self-reflection, shows some growth in practice, and offers anecdotal evidence of student impact. Demonstrates sporadic implementation of feedback.</p>	<p>Fails to provide sufficient examples of self-reflection, shows minimal growth in practice, and lacks concrete evidence of student impact. Does not effectively incorporate feedback into teaching practice.</p>
<p>General expectations and professionalism</p> <p>1/3 of final rating</p>	<p>Consistently meets all professional expectations and those outlined in the faculty handbook. Exhibits qualities of a teacher leader.</p>	<p>Meets all professional expectations and those outlined in the faculty handbook.</p>	<p>Shows inconsistency in meeting professional expectations and those outlined in the faculty handbook.</p>	<p>Often fails to meet expectations of the profession and as outlined in the faculty handbook.</p>
	3.50 – 4	2.50 – 3.49	1.75 – 2.49	Less than 1.75

## Timeline

### August 2025:

- Administrators create OneDrive shared file\*
- Administrators and teachers collaborate to set goals

### September 2025:

- First BLC Meeting
- Teachers begin collaborative engagements based on their growth goals.

### October 2025:

- Second BLC meeting
- Continued collaborative engagements.

### November 2025:

- Third BLC meeting
- Teachers upload first-semester examples to OneDrive by the first Monday in December

### December 2025:

- Administrators provide feedback on first-semester examples by the first Monday in January 2026

### February 2026:

- Fourth BLC meeting
- Continued collaborative engagements

### March 2026:

- Fifth BLC meeting
- Teachers upload second-semester examples to OneDrive by the first Monday in May

### April 2026:

- Sixth BLC meeting.
- Meetings between teachers and administrators (if requested)

### May 2026:

- Final evaluation information shared with teachers by the end of the first full week of June