

North White School Corporation Evaluation Plan (NWSCEP)

The NW Evaluation Committee will meet in June of each year to discuss potential changes to the document. Upon agreement of this document between the Teachers Association and the evaluators, the NWSCEP will be presented to the Board of School Trustees for approval prior to conducting any staff evaluations.

Revised: 8/20/2020
Board Approved: 9/14/2020



2020 - Evaluation Committee Members

Mr. Jeremy Boszor – HS Science Teacher

Mrs. Terrie Brown – MS Science Teacher

Dr. Beth Dean - MS/HS Assistant Principal

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Mr. Andrew Hawk - Elementary Principal

Mrs. Jennifer Housinger - Elementary Title One Teacher

Mrs. Angie Lawson – MS/HS Health and PE Teacher

Mrs. Stacy Reif - Elementary Resource Teacher

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North White School Corporation Evaluation Plan (NWSCEP)

Introduction

The North White School Corporation puts students first by focusing on the individuals who most strongly influence student learning every day – our teachers. Our teachers work on a daily basis to find ways to individualize with every student. To enhance the teaching-learning process we support a fair, credible, consistent and accurate annual evaluation to differentiate teacher and principal performance and to support their professional growth.

The North White School Corporation will utilize RISE 3.0 to specifically meet the needs of North White's certified staff. This includes but is not limited to the following employees: Teachers, Administrators, Counselors, Principals and the Superintendent. All evaluated staff employees will be provided with a written plan and rubric along with a verbal explanation of the process prior to the first observation. The NWSCEP will:

- **Annual:** Every certificated employee, regardless of experience, will receive meaningful feedback on their performance on an annual basis.
- **Include Four Rating Categories:** The NWSCEP is designed to identify our best educators. We expect all teachers to perform at their highest level. The NWSCEP will identify those teachers who are achieving the greatest success and will provide assistance to those who are new or struggling.

Performance Level Ratings

Each evaluated staff employee will be given a rating at the end of the school year in one of the four performance levels:

- **Highly Effective:** A Highly Effective rating consistently exceeds expectations. This is an employee who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.
- **Effective:** An Effective rating consistently meets expectations. This is an employee who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.
- **Improvement Necessary:** An Improvement Necessary rating requires a change in performance before the employee meets expectations. This is an employee who requires improvement, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.
- **Ineffective:** An Ineffective employee consistently fails to meet expectations. This is an employee who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

EVALUATION PLAN COMPONENTS

The following components of the NWSCEP fulfill the requirements of Indiana Code. Supporting documents and information to support the evaluation plan follow this overview. In addition, at the end of each section, the resources that give greater detail and clarity are listed.

The teacher evaluation process will be divided into the following **two categories**:

1. Teacher Observations
2. Teacher/Evaluator Conferences

Section 1: Observations

- Each teacher will have a primary evaluator who will be a building administrator.
- Each teacher may also have a secondary evaluator.
- During the course of the school year, teachers will receive a minimum of one long observation first semester, one short observation second semester, and one additional observation either first or second semester. Informal observations may be included and documented for overall evaluation results.
- All formal observations will be conducted by May 1st of each school year. Informal observations may still be conducted after this date.
- Feedback will be received by the observed teacher via email within five school days.
- Administrators will provide specific feedback relating to any indicator or overall domain rating of *Needs Improvement* and/or *Ineffective* ratings.
- If at any time during the school year a teacher receives a “*Needs Improvement*” or “*Ineffective*” rating for a second time in any indicator or overall domain, they may be placed on a formal Improvement Plan by the primary evaluator. The plan will be developed within 5-7 school days after the “*Needs Improvement*” or “*Ineffective*” rating. The Improvement Plan document is found in Appendix B.
- Observations are weighted as 100% of a teacher’s overall final evaluation score.
- Teacher Evaluation Rubrics (TER) are located in Appendix C.

Section 2: Teacher/Evaluator Conferences

- A post-observation meeting may be called by the evaluator or the teacher at any time after sending or receiving the post-observation score.
- A midyear evaluation meeting may be requested from each teacher by the last day of January. This meeting will consist of reviewing the progress of the goals. At this time, with permission of the principal, a teacher's goals can be modified or changed based on any extenuating circumstances. See Appendix D.
- A final summative evaluation conference will be conducted sometime after the last formal evaluation and before the last day of the second semester with the primary evaluator to discuss the teacher's Teacher Effective Rubric (TER) score. At this time the building principal will evaluate whether the teacher met his/her goals based on the TER. See Appendix E.
- If a teacher receives a second rating as less than effective, the teacher and administrator will develop an Improvement Plan with specific timelines that must be met by the teacher. See Appendix B.
- Any teacher up for dismissal based on his/her overall rating will be notified on non-renewal of their contract by the last day of school.

Final Evaluation Weighting

TER = Teacher Effective Rubric - 100%

Cancellation of Contract

In accordance with IC 20-28-7.5-1 Application; grounds for cancellation. A principal may decline to continue a probationary teacher's contract if the probationary teacher: (1) receives an *Ineffective* rating on a performance evaluation under IC 20-28- 11.5; (2) receives two consecutive improvement necessary ratings on a performance evaluation under IC 20-28-11.5.

Regarding Professional or Established Teachers - A contract with a teacher may be cancelled immediately for any of the following reasons: incompetence, including receiving (A) an *Ineffective* designation on two consecutive performance evaluations under IC 20-28-11.5; or (B) an *Ineffective* designation or *Improvement Necessary* rating in three years of any five year period.

Negative impact on student learning

Teachers who are identified by the State Board as having a negative impact on student achievement and growth will not receive a final rating of *Highly Effective* or *Effective*.

Negative impact on student learning shall be defined as follows:

(1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.

(2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

Procedures for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as *Ineffective*.

As cited in IC 20-28-11.5-7, the NWSCEP requires that a student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective in the school year immediately before the school year in which the student is placed in the respective teacher's class. If it is not possible to comply with this, the North White School Corporation will notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective. The parent will be notified in writing before the start of the second consecutive year.

Remediation/Improvement Plan

An integral part of each teacher's employment in the school district is the continuous evaluation by administrators of a teacher's ability to meet the minimum performance expectations. The evaluation of minimum expectations shall typically be made through a participation in the program for teacher evaluation and the administrator's continual contact and interaction with the teacher. Should concerns arise, the following procedures will be implemented.

Assistance Phase/Improvement Plan

1. The administrator will meet with the teacher and together they will develop a written improvement plan (Appendix B), 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 five to seven school days of the assignment to the Assistance Phase.
2. A teacher in the Assistance Phase may have a two-member assistance team, one certified employee selected by the teacher and one certified employee selected by the administrator. Assistance team members 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. Professional development will be provided based on specific improvement needed. Principals of an assistance team member(s) may allow the equivalent of two half-days of release time to work with teachers in the Assistance Phase. Additional contact time between assistance team members may be requested.
3. The teacher may request additional observations and/or meetings to monitor improvement.
4. An Improvement Plan will last no longer than 45 school days.
5. License renewal credits may be used as professional development for remediation of a teacher during an Assistance Phase.
6. 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 the teacher's progress has been made for the standards established in the teacher's specified Improvement Plan, yet reinforcement and further improvement is needed.
- C. Dismissal is considered.

Teachers rated as *Ineffective* or *Improvement Necessary* may request a private conference with the Superintendent.

The NWSCEP requires that a teacher who receives a summative rating of *Improvement Necessary* or *Ineffective* may file a written request for a private conference with the Superintendent of Schools no later than five school days after receiving notice that the teacher received a summative rating of ineffective. The teacher is entitled to a private conference with the Superintendent or Superintendent's designee.

Evaluator Training

Only Individuals who have received training and support in evaluation skills may evaluate certified employees. North White School Corporation administrators and administrative assistants will be trained by approved providers (e.g. IDOE, Wabash Valley Education Service Center, etc.). Periodic trainings will be offered by outside sources and/or the Superintendent to continue enhancement of evaluation skills.

Other Certified Staff Evaluations

Principals: Will be evaluated based on the same weighting system as teachers; however a rubric specific to the job's responsibilities will be utilized. Principals will be evaluated by the Superintendent of Schools. See Appendix F.

Counselors: Will be evaluated based on the rubric found in Appendix G. Principals will be evaluating school counselors that work in their own respective buildings.

Superintendent of Schools: Will be evaluated based on the same criteria as the teachers; however a rubric specific to the job's responsibilities will be utilized. The Superintendent will be evaluated by the North White School Board. See Appendix H.

Technology Staff: Will be evaluated by the Superintendent based on the Technology Director Evaluation tool. See Appendix I.

Librarian: Will be evaluated by the High School Superintendent based on the Librarian AISLE Rubric found in Appendix J.

Instructional Coach: Will be evaluated by the Superintendent with input from the principals using the Instructional Coach rubric found in Appendix K.

Assistant Principals: Will be evaluated by their respective building principal using the Assistant Principal rubric found in Appendix L.

Athletic Director: Will be evaluated by the High School Principal using the North White Athletic Director Effectiveness Rubric found in Appendix M.

NOTE: Appendices E-M are rubrics used for evaluation purposes. They are not attached due to the large size of the document(s) for uploading purposes. For a complete copy for appendices E-M, please contact a building principal or Office of the Superintendent.