

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. The 2016 Evaluation Committee includes the following members:

Revised July 20, 2016

Terrie Brown

Mike Carlson

Melissa McIntire

Tony Cassel

Angie Lawson

Judy Bramlage

Natasha Demerly

Emily Claeys

Teresa Gremaux

TEACHER EVALUATION PLAN

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 has developed the NWSCEP plan to specifically meet the needs of the North Whites staff. All evaluated staff will be provided with a written plan and rubric along with a verbal explanation of the process prior to the first observation. The NWSCEP plan will:

- **Be Annual:** Every certificated employee, regardless of experience, will receive meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations will be student-focused. First and foremost, an effective teacher helps students make academic progress. NWSCEP includes a thorough evaluation system with multiple measures of teacher performance and growth data as key measures.
- **Include Four Rating Categories:** 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 staff receiving an evaluation will receive 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 employee who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is an employee who a trained evaluator has determined to require improvement 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 **three categories**:

1. Individual Goal Setting
2. Observations
3. Teacher/Evaluator Conferences

Section 1: Individual Goal Setting

- All teachers will set one individual Student Learning Objective (SLO) goal relating to their school's yearly improvement goals.
- A teacher's SLO will count for 20% of their overall summative rating.
- Teachers will meet with the building principal prior to the last school day in September to set their SLO. The assessment and base line data will be determined at this meeting.
- The SLO documentation will be submitted in writing on Appendix A.

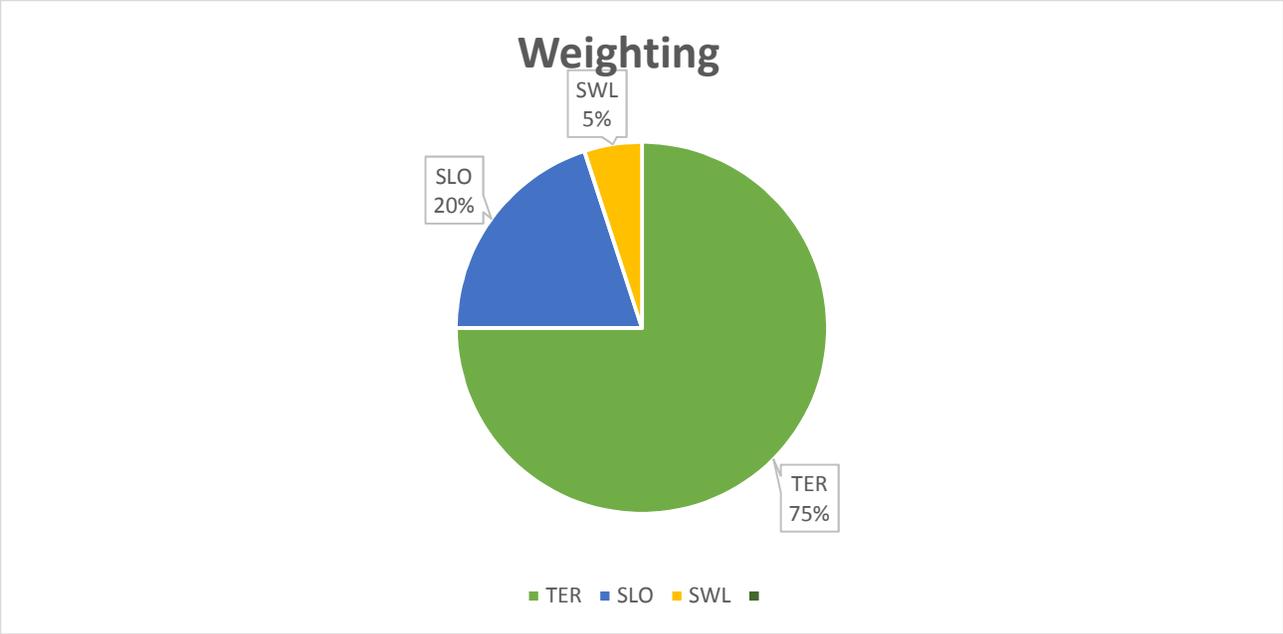
Section 2: Observations

- Each teacher will have a primary evaluator who will be the building administrator.
- Each teacher may also have a secondary evaluator.
- During the course of the school year, teachers will receive a minimum of two unscheduled observations per semester totaling a minimum of 60 minutes.
- 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” for a second time, they will be placed on a formal Improvement Plan by the primary evaluator. The plan will be developed within 3-5 days after the “needs improvement” or “ineffective” rating. Improvement plan document found in Appendix B.
- Observations are weighted as 75% of a teacher’s overall final evaluation score.
- Teacher Evaluation rubrics are available in Appendix C.

Section 3: 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 SLO/evaluation meeting will be held with each teacher by the last day of the first semester. This meeting will consist of reviewing of 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 between May 1 and the last day of the second semester with the primary evaluator to discuss the teacher’s Teacher Effective Rubric (TER) score. During this meeting the teacher will also be required to submit all documentation showing the final results of all SLOs. At this time the building principal will evaluate whether the teacher met their goals based on the Teacher Evaluation rubric. See Appendix E
- All teachers will meet with the primary evaluator at the beginning of the following year after receiving the IDOE school letter grade. At this time a final evaluation score will be released to the teacher. The school letter grade counts as 5% of a teacher’s overall score.
- If a teacher receives a second rating of “needs improvement” or “ineffective”, 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 overall rating will be notified on non-renewal of their contract by April 1.



TER – Teacher Effective Rubric
 SWL – School-wide Learning Measure
 SLO – Student Learning Objective (based on ELA/MA data)

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 designation 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.

For Professional or Established teachers - A contract with a teacher may be canceled 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 Language

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.

Teachers will not receive a summative rating of highly effective or effective if:

- A: the teacher receives an ineffective rating on the SLO, and
- B: less than the designated percentage of their students pass the specified ECA

The Procedures Established 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 Plans

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

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 two weeks of 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, 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 assistance team members 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. Improvement plans can last no longer than 90 days.
5. License renewal credits may be used as professional development for remediation of a teacher on 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 progress has been made for the standards established in the teacher's improvement plan, but reinforcement and further improvement is needed.
 - C. Dismissal is considered.

Teachers rated as ineffective can request a private conference with the superintendent.

The NWSCEP requires that a teacher who receives a summative rating of ineffective or improvement necessary may file a written request for a private conference with the superintendent not later than five (5) 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. DOE, Wabash Valley Education Service Center, etc.). Periodic trainings will be offered by outside sources and the superintendent to continue enhancement of evaluation skills.

A-F Accountability Grade

School certified employees are responsible for increasing student performance in all subject areas and, where relevant, maintaining high performance levels. The school letter grade is 5% of the employees overall rating. As shown in the table below, school employees evaluated using the NWSCEP will be measured based on the following scale:

School Letter Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2
D or F	Ineffective (IN)	1

Other Certified Staff Evaluations

Principals will be evaluated based on the same weighting system as teachers; however a rubric specific to their job responsibilities will be utilized. Principals will be evaluated by the superintendent. See Appendix F

Counselors will be evaluated based on the rubric found in Appendix G. Principals will be evaluating the counselors in their respective buildings.

The Superintendent will be evaluated based on the same criteria as the teachers; however a rubric specific to his/her job responsibilities will be utilized. The superintendent will be evaluated by the School Board. See Appendix H.

The 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 assistant principal and 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 principals using the assistant principal rubric found in Appendix L.

The Athletic Director will be evaluated by the high school principal using the NW Athletic Director Effectiveness Rubric found in Appendix M.

******Appendix E-M are rubrics used for evaluation purposes. They were not attached due to the large size of the document for uploading purposes.**