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## ***Evaluation Plan Submission Coversheet 2019-20***

**CONTEXT:** Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department (IDOE) and requires the IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter (i.e., Teacher Performance Grant, Excellence in Performance Grant). Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

### ***INSTRUCTIONS:***

#### **Completion**

In the chart below, please type the reference the page numbers in your staff performance evaluation document which **clearly display** compliance with the requirements. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

#### **Submission**

Once completed, please attach this coversheet to the performance evaluation plan document you will submit. The whole document, including this coversheet, needs to be combined into one continuous PDF for submission. Again, all information must be included in **ONE** PDF, as you will only be able to upload a single document.

<b>School Corporation Name:</b>	Northern Wells Community Schools
<b>School Corporation Number:</b>	8435

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents	1
Objective Measures of Student Achievement and Growth			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Objective measures of student achievement and growth significantly inform <i>all</i> certificated employees evaluations	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> <li>• Weighting (broken down by percentage) of student achievement and growth in final summative evaluation for all certificated employees</li> <li>• Protocol for including objective measures of student achievement and growth</li> </ul>	2
<input type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	Student and/or School Wide Growth data  <b>***Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8***</b>	2
<input type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	Examples include: <ul style="list-style-type: none"> <li>○ Student Learning Objectives (SLOs)</li> <li>○ Corporation- or classroom-level student learning measures for non-tested grades and subjects</li> <li>○ Other student learning measures for non-teaching staff</li> <li>○ School-wide learning measures (<i>e.g.</i>, A-F accountability grade)</li> </ul>	2
<input type="checkbox"/> Student assessment results from locally-developed assessments and other test measures in evaluations for certificated employees	IC 20-28-11.5-4(c)(2)(C) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	<ul style="list-style-type: none"> <li>• Student Learning Objectives (SLOs)</li> <li>• School-wide learning measures (<i>e.g.</i>, A-F accountability grade)</li> </ul>	2
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> <li>• Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator</li> <li>• Other measures used for evaluations (<i>e.g.</i>, surveys)</li> </ul>	3

<b>Designation in Rating Category</b>			
<b>Requirement</b>	<b>Statutory / Regulatory Authority</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number(s)</b>
<input type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> <li>• Definition of performance categories</li> <li>• Summative scoring process that yields placement into each performance category</li> </ul>	3
<input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> <li>• Definition of <b>negative impact</b> on student growth for grades and subjects not measured by statewide assessments</li> <li>• Description of the process for modifying a final summative rating for negative growth</li> </ul>	3
<input type="checkbox"/> All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating	IC 20-28-11.5-4(c)(4)	<ul style="list-style-type: none"> <li>• Summative scoring process that yields placement into each performance category</li> <li>• Process for scoring student learning measures</li> <li>• Weighting (broken down by percentage) of all evaluation components</li> </ul>	1
<b>Evaluation Feedback</b>			
<b>Requirement</b>	<b>Statutory / Regulatory Authority</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number(s)</b>
<input type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	<ul style="list-style-type: none"> <li>• Process and timeline for delivering feedback on evaluations</li> <li>• Process for linking evaluation results with professional development</li> </ul>	4
<b>Evaluation Plan Discussion</b>			
<b>Requirement</b>	<b>Statutory / Regulatory Authority</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number(s)</b>
<input type="checkbox"/> Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	<ul style="list-style-type: none"> <li>• Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted</li> <li>• Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one</li> </ul>	1-4

<b>Evaluators</b>			
<b>Requirement</b>	<b>Statutory / Regulatory Authority</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number(s)</b>
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-5(b)	<ul style="list-style-type: none"> <li>• Description of ongoing evaluator training</li> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul>	4
<input type="checkbox"/> Teachers acting as evaluators ( <i>optional</i> ) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul>	N/A
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description ongoing evaluator training	4
<b>Feedback and Remediation Plans</b>			
<b>Requirement</b>	<b>Statutory / Regulatory Authority</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number(s)</b>
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	3
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> <li>• Remediation plan creation and timeframe</li> <li>• Process for linking evaluation results with professional development</li> </ul>	4
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	4
<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	4
<b>Instruction Delivered by Teachers Rated Ineffective</b>			
<b>Requirement</b>	<b>Statutory / Regulatory Authority</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number(s)</b>
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	4
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	4

# Northern Wells Community Schools Evaluation Plan for Certified Employees

Indiana Code IC 20-28-11.5-4 states that “Each school corporation shall develop a plan for annual performance evaluations for each certified employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan beginning with the 2012-2013 school year.”

## **Purpose**

The Northern Wells Community Schools Evaluation Plan for Certified Employees serves three main purposes:

1. To provide timely feedback to assist in the continual improvement of the certified employees
2. To serve as the tool to determine the eligibility of future pay increases; and
3. To serve as a tool to remove an ineffective certified employee or a certified employee who repeatedly is identified as Improvement Necessary

## **Weighted categories for final evaluation:**

Except for the superintendent, certified employees' performance will be measured on a scale of 1 – 4 where a four (4) represents Highly Effective; three (3) represents Effective; two (2) represents Improvement Necessary; and one (1) Ineffective. The five (5) weighted categories are:

1. Matrix - 60%
2. Student Performance and Growth Data - 25%
3. Annual certified employees Goal(s) - 5%
4. Self-evaluation -5%
5. Student or Stakeholder Feedback - 5%

The superintendent's, performance will be measured on a scale of 1 - 4 in the following five (5) weighted categories:

1. Student Performance and Growth Data - 20%
2. Annual Goals - 65%
3. Stakeholder Feedback - 15%

## **Matrix**

Each certified employee group has a set of descriptors that identify characteristic required to be an effective professional. These descriptors appear in a matrix format. The overall rating on the matrix portion of the evaluation will be the sum of the rating on each descriptor divided by the number of total descriptors. This rating will be rounded to two (2) decimal places.

## **Student Performance and Growth Data**

For teachers, IC 20-28-11.5-4 (c)(2) states, “Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include: (A) student assessment results from statewide assessments for certified employees whose responsibilities include instruction in subjects measured in statewide assessments; (B) methods for assessing student growth for certified employees who do not teach in areas measured by statewide assessments; and (C) student assessment results from locally developed assessments and other test measures for certified employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.”

State and classroom assessments will be used to measure student performance and growth. It will be worth 25% of the total evaluation. In regards to this category, certified employees will take into consideration the following: state testing data; state rating of certified employees/use of IGM for teachers under growth model data when available; local testing data; collection of classroom data; use of data to drive instruction; literacy standards for content area classes. Each certified employee will work with his/her evaluator at the beginning of the school year to establish the performance and growth data that will be tracked and analyzed as a part of the evaluation.

For building administrators, the school’s grade will serve as the metric for this section. For the superintendent, the corporation grade will serve as this metric. Grades will convert to the following ratings: A=4, B=3, C=2, D=1, & F=0.

## **Annual Certified Employee Goal(s)**

Each certified employee will work with his/her evaluator to set at least one goal to focus his/her improvement efforts for that school year. Ideally, the goal(s) will address the area(s) that is (are) determined to have the greatest positive impact(s) on the academic growth and performance of students. Goals will need to have mechanisms to measure improvement made and the efforts to reach the goals. The Annual Goal(s) will be scored as Highly Effective, Effective, Improvement Necessary or Ineffective.

## **Self-evaluation**

Each certified employee will use the evaluation instrument to conduct a self-evaluation. In addition, the certified employees will be ready to demonstrate, document, or defend the evaluation by providing evidence of the performance. The self-evaluation will be scored as Highly Effective, Effective, Improvement Necessary or Ineffective.

**Stakeholder Feedback**

Each certified employee will work with his/her evaluator to establish a mechanism to receive and capture stakeholder feedback. The feedback will be analyzed and used to make improvements by the certified employee. The stakeholder feedback will be scored as Highly Effective, Effective, Improvement Necessary or Ineffective.

**Final Evaluation Score**

The final evaluation score will be determined by multiplying the score received in each category by the weighted percentage and then totaling all of the weighted scores. Certified employees with a final score of:

3.40 – 4.00 will be considered Highly Effective

2.80 – 3.39 will be considered Effective

2.00 - 2.79 will be considered Improvement Necessary

1.00 - 1.99 will be considered Ineffective

However, a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective for effective.

**Yearly Timeline for the Evaluation Process**

Evaluators will meet with each certified employee near the start of the school year to review the evaluator's expectations, to review the evaluation process, to help establish a goal(s), and to establish the data that will be used to measure student performance and growth and the benchmarks associated with them.

Classroom observations by evaluators will be an integral part of the evaluation process. Observations may be planned or unplanned.

An unplanned observation could be as short as 30 seconds or as long a full period of class. The evaluator will give the certified employee feedback from the unplanned observations at least two times during the course of the year unless there is an item of concern that arises during the observation. If an item of concern arises, the evaluator will provide feedback within one day of the observation. A certified employee may also request feedback at any time or meet with the evaluator after any observation. Certified employees should expect regular unplanned observations.

At least one planned observation will be scheduled for each certified employee. The observation will be conducted at an agreed time and date between the evaluator and the certified employee. The observation will be for one full period at the high school and middle school and for at least 30 minutes (one full lesson) at the elementary schools. The certified employee will submit a lesson plan to the evaluator one day prior to the observation. The evaluator will provide feedback to the certified employee within a reasonable period of time following the observation, ideally within two days. The certified employee may request a meeting with the evaluator after the observation.

The self-evaluation will be the responsibility of the certified employee and will be turned into the principal by spring break of each year. Student feedback will be the responsibility of the certified employee and will be presented at the final evaluation meeting.

The final evaluation meeting will be conducted in the certified employee's room during April and May. The certified employee and the evaluator will discuss the self-evaluation, progress of the certified employee's goal(s), student feedback, and the evaluator's scoring on the matrix. The evaluator may complete the evaluation at that time or after the meeting and deliver it back to the certified employee in person or electronically within seven (7) days. If the certified employee is scored as Ineffective or Improvement Necessary, the evaluator will schedule another meeting with the certified employee to deliver the final evaluation and to develop an improvement plan with the certified employee.

### **Improvement Plan**

If a certified employee receives a rating of ineffective or improvement necessary, the building administrator and the certified employees shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certified employee's evaluation. The remediation plan must require the use of the certified employee's license renewal credits in professional development activities intended to help the certified employees achieve an effective rating on the next performance evaluation. (IC 20-28-11.5-6(b))

The matrix portion of the evaluation and the descriptors for the capacity breakdowns are on the subsequent pages. The documentation for the certified employee's goal(s), student growth and performance data, self-evaluation, and student feedback should be attached for the final evaluation.

### **Improvement Recommendations for Effective and Highly Effective**

If any effective or highly effective certified employee is given recommendations for improvement, the evaluator will determine the length of time appropriate for the certified employee to make those improvements. The length of time for improvement should be no longer than the end of the next evaluation cycle.

### **Evaluators**

Only trained certified administrators will conduct evaluations. In the case of the superintendent, the school board of trustees will conduct the evaluation. Evaluators will receive training and support in the process of and skills necessary for evaluation for the NWCS certified employee evaluation plan.

### **Communication to Parents Regarding Ineffective Teachers**

Northern Wells Community Schools will take all measures appropriate to prevent a student being assigned to a classroom with teacher who has been rated ineffective. However, this situation can never be absolutely avoidable. In the highly unlikely event that a student would be placed with



teachers rated ineffective for two consecutive years, NWCS will notify the parents of the students affected in writing and make every attempt to contact the parents by phone. NWCS will also provide any other alternatives as reasonable to avoid this situation.

**Private Conference for Certified Employee Rated Ineffective**

A certified employee who has been rated ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five days after receiving the notice that the teacher received a rating of ineffective. The request must be made in writing which may include an email. The superintendent will schedule a private meeting with the certified employee within 10 business days of receiving the request for the private conference from the certified employee.