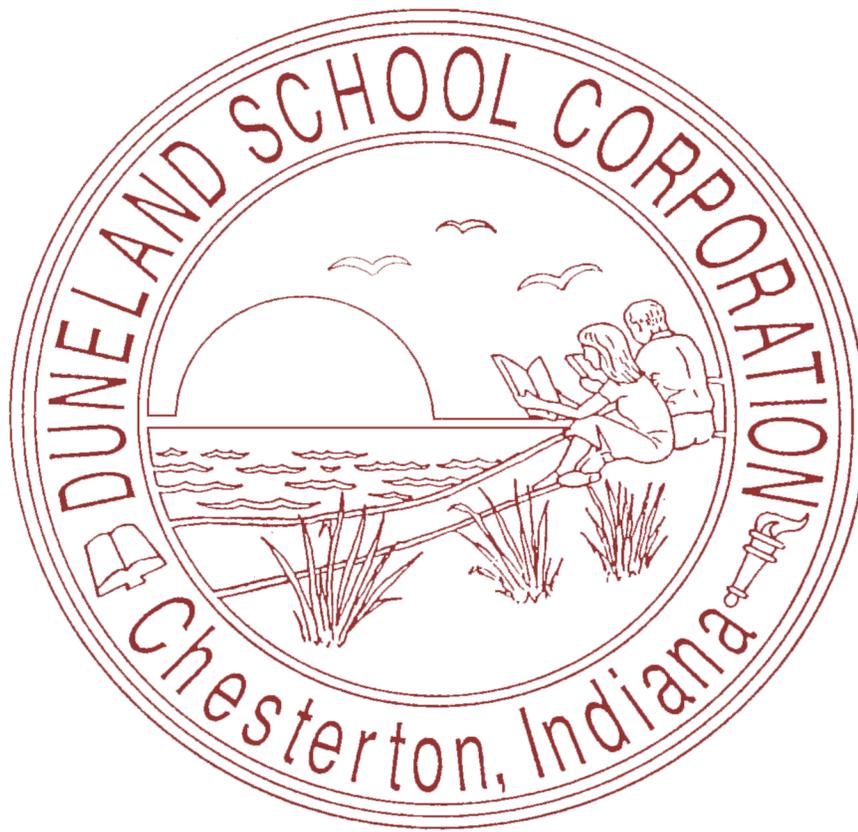


Duneland School Corporation

Teacher Evaluation Plan

2021-2022 School Year



The purpose of this document is to outline and explain the Duneland School Corporation (DSC) Teacher Evaluation and Development Plan. The model is a modification of the IDOE's RISE Teacher Evaluation model.

The following handbook represents a collaborative effort that ensures the DSC Teacher Evaluation plan complies with IC 20-28-11.5 and 511 IAC 10-6.

This plan will be discussed through a means mutually agreed upon by the administration and Duneland Teachers' Association, and it will be reviewed by the Board of Trustees prior to evaluations beginning every year.

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Legislative Context

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5 - a new law relating to the evaluation of all certified teaching staff.
- The new law introduced six main requirements:
 - Every certified employee must receive an evaluation annually;
 - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
 - Every evaluation system must incorporate objective measures of student growth and achievement as a significant portion of a teacher's evaluation;
 - Rigorous measures of effectiveness, including observations and other performance indicators;
 - An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected;
 - A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective

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Timeline

August – September

- Evaluator gives an overview of the evaluation process to certified employees.

August – December

- Evaluator makes a minimum of one classroom observation prior to the end of the second grading period.

October (end of the first grading period)

- Student Learning Objectives are not required.
 - However, teachers should create a measurable goal connected to their building's academic goal (examples NWEA BOY-to-EOY Growth, ILEARN passing, IREAD passing, etc.) School Improvement Plan.
 - Principals will share their goals with teachers and guide their teachers in creating the measurable goals.
 - These goals will be critical in conversations during PLCs.

November – February

- Teacher and evaluator meet for the Mid-Year Conference at the teacher's request or evaluator's discretion.

January – March/April (Before Spring Break)

- Evaluator continues to make classroom observations and provide feedback.

May – June

- Evaluator completes observations and scores Teacher Effectiveness Rubric

Upon Collection of Data (including information from the state)

- Evaluator completes Summative Evaluation. (The timing of completing the summative evaluation will be based upon the availability of student and/or school performance data provided by the State of Indiana.)
- Evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the Summative Evaluation Conference

Evaluator Training

All building and district administrators will serve as teacher evaluators. All evaluators must complete evaluator training before conducting any observations.

All evaluators will be trained in one of two ways:

1. RISE evaluation training provided by the service center or IDOE
2. RISE evaluation training provided by certified trainer(s) in the corporation.

This training will be required for all new evaluators and will be reviewed annually by current evaluators.

Evaluation Steps

Step 1: Beginning-of-Year Overview

Evaluator gives an overview of the evaluation process to certified employees

- 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 (both primary and secondary) will collect evidence through a series of observations and conferences. Three observations are to be conducted on each certified employee (including teachers who are retiring). There must be at least one observation in the first semester.

The following table indicates minimum requirements for observations.

Probationary	Professional	Established
Teachers with 0, 1 or 2 years* of experience; and/or teachers with "Improvement Necessary" or "Needs Improvement" ratings the previous year. *A year of teaching does not count until AFTER a school year is complete.	Teachers that are new to Duneland and are entering their 3rd year or more years of experience in other corporations. (teachers stay in this category for one school year)	Teachers entering their 4th year and beyond years of experience in Duneland
Minimum 3 observations	Minimum 3 observations	Minimum 2 observations
Mandatory pre/post conferences	Optional pre/post conferences, but can be required by administrator or requested by teacher	Optional pre/post conferences, but can be required by administrator or requested by teacher

- When possible, non-classroom teachers (school counselors, instructional coaches, etc.) will be evaluated on specific rubrics related to their speciality
- The observations (are no longer identified as short or long) No **time limit specified**.

- The time limit will be left to the discretion of the evaluator based on what is needed for all observations.
- Observations will not be scheduled. Evaluators may provide **a window of availability for observations. However, they will not be scheduled.**
- Teachers need the option to waive evaluators off if it's a "bad day."
- Teachers who score below Effective will revert back to "New to the Profession/Probationary" evaluation status for the year following the Improvement Necessary/Needs Improvement Rating
- Teachers considered professional or established can waive pre/post conference, but administrators can require the conference
- At any point, the evaluator can request a meeting or the teacher can request a meeting.
- Teachers should receive a copy via SFS of the observation feedback within 5 school days
- Comments on an evaluation may include observations made during walk-throughs and visits to the classrooms, etc. Evaluator should note that in the comment section.

Step 3: Mid-Year Conference (by teacher's request or evaluator's discretion)

At the request of the teacher or by evaluator's discretion, a mid-year conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This 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 five years. This conference is also mandatory for any teacher new to the DSC with less than 3 total years of teaching experience.

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 may provide evidence of planning & preparation and professional responsibilities. See Teacher Effectiveness Rubric Domains 1 and 4.
2. **The primary evaluator uses professional judgment to establish four, final ratings in Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.** After collecting information, the primary evaluator must use professional judgment to assess the teacher and assign a rating in each competency within the first four domains. The final domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.
 - a. The evaluator will use the mode when calculating the final score for each competency and professional discretion.
 - b. 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. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standard*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. A pattern of not meeting the standards listed in Domain 4 is established after there has been a verbal warning recorded in SFS and a subsequent written warning is also recorded in SFS. Therefore, a pattern has been established on the 3rd incident. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction
 - a. If a teacher is going to lose a Core Professionalism point, discussion must first occur with Central Administration.

Scoring Requirement: Planning/preparation and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (Unsatisfactory) or 2 (Basic) in Instruction, he or she cannot receive a rating of 4 (Distinguished) in Planning and Preparation. The primary evaluator uses established weights to calculate one rating for domains 1-4.

Step 5: Summative Teacher Evaluation Scoring

The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher’s student learning measures in order to calculate a final rating.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
	Final Score		2.25

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score

Step 6: Incorporate Core Professionalism

This domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. *This domain only has two rating levels: Does Not Meet Standard and Meets Standard.*

The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of

the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in at least one of the four indicators, he or she may have a one-point deduction from the final score in step 5.

Outcome 1: Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Teacher Effectiveness Rubric Score (2.25-1) = 1.25

Scoring Requirement: 1 is the lowest score a teacher can receive in the RISE system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

The final Teacher Effectiveness Rubric score is then combined with the scores from any additional measured components in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

Overview of Components

Certified teachers will be evaluated on two major components: Professional Practice and Student Learning.

Professional Practice (Does Not Meet Standard -1 and Meets Standard.)

Measure: Duneland's Modified RISE is the approved tool. All certified employees are evaluated every year.

Domain 1: Purposeful Planning (10%)

Certificated Employees use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Create Standards Driven Lesson Plans and Assessments

Domain 2: Effective Instruction (75%)

Certificated Employees facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration
- 2.9 Set High Expectations for Academic Success

Domain 3: Professional Commitment (15%)

Certificated Employees develop and sustain the intense energy and leadership necessary within their school community to ensure the achievement of all students.

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers and Seek Professional Development
- 3.3 Engage Families in Student Learning

Domain 4: Core Professionalism

1. Attendance
2. On-Time Arrival/Departure
3. Policies and Procedures
4. Respect

Performance Level Ratings

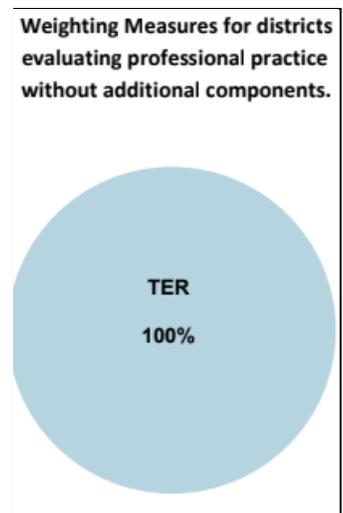
Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **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. The *highly effective* teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **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. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **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. In aggregate, the students of a teacher rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **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. The *ineffective* teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Weighting of Measures

The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures:



Teacher Effectiveness Rubric (TER)

All teacher evaluations will be calculated 100% of the teacher effectiveness ratings (TER)

Once the weights are applied appropriately, an evaluator will have a final decimal number.

Ineffective 1.00-1.74	Improvement Necessary 1.75 to 2.49 points	Effective 2.5 to 3.49 points	Highly Effective 3.5 to 4.0 points
1. Point	1.75 Points	2.5 Points	3.5 Points
			4.0 Points

Negative Impact

Negative impact is currently defined in SBOE rule at 511 IAC 10-6-4(c) as follows:

- (1) For classes measured by statewide assessments with growth model data, the IDOE 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 where data shows a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Data will include, but not be limited to, grades, classroom assessments, ECAs, student performance, etc. This negative impact on student growth shall be determined by the primary evaluator.

IDOE Input (8/28/2020 Memo):

IDOE understands and has communicated this runs counter to HEA 1002, which removes assessment results from certified employees' annual evaluations.

At this time, rules have not been changed by SBOE that would allow for revision of this definition. Therefore, the existing definition of Negative Impact must be used. If SBOE makes changes to the existing definition of Negative Impact after the submission deadline, submitting an updated plan through DOE online is acceptable.

Length of Service

Every teacher must work 60 days or more to receive a summative evaluation rating as outlined in the Teacher Evaluation and Development Plan. If a teacher works less than 60 days throughout the school year, the teacher will be observed and evaluated as time permits, but will not receive a summative evaluation rating.

Step 7: 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.

If a teacher received a rating of ineffective or needs improvement, 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 is an optional form that can be used.

The DSC Teacher Evaluation Process will be reviewed by the teacher and administrative representatives during the 2021-2022 school year and periodically thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the DSC Teacher Evaluation Process. All teachers rated as ineffective have the right to request a private conference with the superintendent.

Instruction Delivered by Teachers Rated Ineffective

A student may not be instructed for two (2) consecutive years by two (2) consecutive **Ineffective** teachers.

If it becomes impossible to keep a student from being instructed for two (2) consecutive years by two (2) consecutive **Ineffective** teachers, then the parents of the applicable student will be notified in writing of the situation prior to the start of the second school year.

Teacher Appreciation Grant (TAG)

Teacher Appreciation Grant (TAG) dollars, provided to the Duneland School Corporation (DSC) by the Indiana Department of Education (IDOE), will be awarded to eligible certified staff members.

Eligible members are individuals covered under the Collective Bargaining Agreement who have received an Effective or Highly Effective rating from DSC for the 2020-2021 (last) school year AND be employed by DSC on December 1, 2021 (this school year).

Indiana Code requires a stipend awarded to a Highly Effective teacher must be at least 25% higher than the awarded amount given to an Effective teacher. Indiana code also allows for differentiated award amounts between schools.

As per the Discussions process, the DSC grant dollars will be provided as a cash stipend with 25% separating the amounts given to Effective versus Highly Effective staff members. There will be no differentiation between schools.

Teachers eligible for the stipend will receive it within twenty days of receipt from the Department of Education.