

# **Plymouth Community School Corporation**

## **Teacher Evaluation and Development Plan**

**2017-18**

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The purpose of this handbook is to outline and explain the Plymouth Community School Corporation (PCSC) 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 PCSC Teacher Evaluation and Development plan is in compliance with state law.

## 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 6 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.

## 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.

## **Overview of Components**

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

## **Length of Service:**

**Every teacher must work 120 days or more to receive a summative evaluation rating as outlined in the Teacher Evaluation and Development Plan. If a teacher works less than 120 days throughout the school year, the teacher will be observed and evaluated as time permits, but will not receive a summative evaluation rating.**

## **Timeline**

### **August – October**

- Teacher and evaluator meet for the Beginning-of-the Year Conference
- Review Teacher Goal-(The Teacher Goal Setting Form can be found in Standard for Success)

### **August – December**

- Evaluator makes classroom observations and provides feedback

### **November – February**

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

### **January – May**

- Evaluator continues to make classroom observations and provide feedback

### **May – June**

- Evaluator completes observations and scores Teacher Effectiveness Rubric
- Evaluator completes Summative Evaluation

### **Upon Collection of Data**

- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference

## Evaluation Steps

**Step 1 – Beginning-of-Year Conference** – all certified employees will be evaluated annually. The teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

- 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.

The following table indicates minimum requirements for observations.

Observation	Type	Pre-Conference	Post-Conference
2	Unannounced	Optional	Yes, within 5 days

**Step 3 – Mid-Year Conference (by teacher’s request or evaluator’s discretion)**

– This 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 5 years. This conference is also mandatory for any teacher new to PCSC with less than 2 total years of teaching experience.

### Optional Forms

Mid-Year Professional Practice Check-In Form

**Step 4 – Teacher Effectiveness Rubric: Scoring** (Appendix C)

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 shall provide evidence of planning and leadership. See Teacher Effectiveness Rubric Domains 1 and 3.
2. **The primary evaluator uses professional judgment to establish a final Teacher Effectiveness Rubric rating.** In the summative conference, the evaluator should discuss

the rating with the teacher, using the information collected to support the final decision.

At this point, each evaluator should have a rating that ranges from 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.

*Scoring Requirement:* 1 is the lowest score a teacher can receive. 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.

**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.

**Final Teacher Effectiveness Rubric Score, Domains 1-3 Score:** \_\_\_\_\_

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1 - Planning		15 %	
Domain 2 - Instruction		75 %	
Domain 3 - Leadership		10 %	
Final Score for Domains 1-3			

Use the following formula to calculate by hand:

1. Rating \* % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score for Domains 1-3

Final Teacher Effectiveness Rubric Score, Domains 1-3: \_\_\_\_\_

Review of Components – Each teacher’s summative evaluation score will be based on the following components and measures:

1. **Professional Practice – Assessment of instructional knowledge and skills**

Measure: Indiana Teacher Effectiveness Rubric (TER)

**2. Student Learning – Contribution to student academic progress**

Measure: School-wide Learning Measure (SWL) – IDOE’s A-F Ratings

Measure: Individual Growth Model (IGM) – IDOE’s 1-4 Ratings

The School-wide Learning Measure is determined based upon the school’s current grade as defined by the IDOE. If a teacher teaches at more than one building, the school’s score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school’s scores will be averaged. The following scale shall determine the amount of points awarded:

A = 4

B = 3

C = 2

D = 1

F = 0

If IGM data was used, this measure only applies to teachers of grades 4 through 8 who teach ELA or math. The method for scoring this measure would come from the IDOE. This growth model data score must be included in the teacher summative score.

Negative impact on student learning shall be defined as follows:

- 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.
- 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.
- A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

**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), School-wide Learning Measure (SWL), and Individual Growth Model (IGM).

All teacher evaluations will be comprised using one of the following two percentage groups:

- I. 80% Teacher Effectiveness Rubric (TER) – Observations  
10% School-wide Learning Measure Data (SWL) – DOE A-F rating by building  
10% District-Wide Learning Measure (DWL)- DOE A-F rating  
100% Summative Teacher Evaluation Score

- II. 80% Teacher Effectiveness Rubric (TER) – Observations
- 10% Individual Growth Model data (IGM)\* – DOE data
- 5% School-wide Learning Measure Data (SWL) – DOE A-F rating by building
- 5% District Wide Learning Measure
- 100% Summative Teacher Evaluation Score

\*If Individual Growth Model data is not made available from the IDOE, all PCSC teacher evaluation scores will be calculated using Model 1.

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

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric			
Individual Growth Model (if applicable)			
School-Wide Learning Measure			
Sum of the Weighted Scores			

\*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0	1.75	2.5	3.5
Points	Points	Points	Points

Note: Borderline points always round up.

**Step 6: 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.

**Teacher Remediation Plan** – If a teacher received a rating of *ineffective* or *improvement*

*necessary*, 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 PCSC Teacher Evaluation Process will be reviewed by teacher and administrative representatives at the conclusion of the 2013-2014 school year and periodically thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the PCSC Teacher Evaluation Process. All teachers rated as ineffective have the right to request a private conference with the superintendent.

### **Evaluator Training**

All evaluators will be trained in one of two ways:

1. RISE evaluation training provided by the service center or IDOE
2. Internship with the assistant superintendent for 1 semester.

### **Instruction Delivered by Teachers Rated Ineffective**

A database of students who were taught by teachers rated as ineffective will be kept in our student management system. Principals will be responsible for scheduling students at each school. When possible, principals shall schedule students in a way that avoids students being assigned to an ineffective teacher two years in a row. When this is unavoidable, principals will be responsible for informing the parents via letter or phone call.

# Appendix A –

## Appendix A -Notes

**Appeal** – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

**Parent Notice** – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents by letter of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

**IDOE Reports** – Before August 1, 2013 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

**Tenure Categories** – New Teacher Tenure Categories begin July 1, 2012

- A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.
- B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
- C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

**Contract Cancellation Grounds (IC 20-28-7.5-1)**

- A. Probationary Teacher
  - 1. One (1) *ineffective* rating
  - 2. Two (2) consecutive years of *improvement necessary*
  - 3. Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority
  - 4. Any reason considered relevant to the school's interest
- B. Established/Professional Teacher
  - 1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be

- based on performance and not seniority
2. Immorality
  3. Insubordination
  4. Incompetence
    - a. Two (2) consecutive years of *ineffective* ratings; or
    - b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
  5. Neglect of duty
  6. Certain felony convictions
  7. Other good and just cause

**Additional Certified Personnel**

1. Administration
  - a. The RISE Evaluation Rubric is used with all administrators
  - b. The finalizations for administrators is the same as Group 1 teachers described above.
2. We have one certified librarian. He is being evaluated with the Association of Indiana School Library Educators Rubric. He is being finalized as a Group 2 teacher without growth data.

# **Appendix B – Forms**

**\*Located Within  
Standard for Success\***

## Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

School: \_\_\_\_\_ Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date and Period of Scheduled Observation: \_\_\_\_\_

Dear Teacher:

In preparation for your formal observation, please answer the questions below and attach any requested material.

1. What learning objectives or standards will you target during this class?
2. How will you know if students are mastering/have mastered the objective?
3. Is there anything you would like me to know about this class in particular?
4. Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

## Post-Observation Form - Evaluator

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

School: \_\_\_\_\_ Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas of Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of Information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of Information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:

*This section should be written by the teacher and evaluator during the post conference.*

## Post-Observation Form - Teacher

School: \_\_\_\_\_

Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Dear Teacher:

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1. How do you think the lesson went? What went well and what didn't go well?
2. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? How do you know? If not, why do you think it did not go as planned?
3. If you were to teach this lesson again, what would you do differently?
4. Did the results of this lesson influence or change your planning for future lessons?

## Mid-Year Check-In Form

School: \_\_\_\_\_ Summative Evaluator: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Note: Mid-year check-in conferences are optional for any teacher without a professional practice plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Extended Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Number of Short Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Domain 1: Planning	Mid-Year Assessment of Domain 1
Mid-Year Rating (Circle One)	<p style="text-align: center;"> <b>4 – Highly Effective    3 – Effective</b>  <b>2 – Improvement Necessary    1 – Ineffective</b>  <b>N/A</b> </p>

<b>Domain 2: Instruction</b>	<b>Mid-Year Assessment of Domain 2</b>
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Highly Effective    3 – Effective</b> <b>2 – Improvement Necessary    1 – Ineffective</b> <b>N/A</b>

<b>Domain 3: Planning</b>	<b>Mid-Year Assessment of Domain 3</b>
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Highly Effective    3 – Effective</b> <b>2 – Improvement Necessary    1 – Ineffective</b> <b>N/A</b>

<b>Domain 4: Professionalism</b>	<b>Mid-Year Assessment of Domain 4</b>	
<ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. On-Time Arrival</li> <li>3. Policies and Procedures</li> <li>4. Respect</li> </ol>		
<b>Mid-Year Rating (Circle One)</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards</b>

## Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

<b>Name</b>			
<b>School</b>			
<b>Grade Level(s)</b>		<b>Grade Level(s)</b>	
<b>Date Developed</b>		<b>Date Developed</b>	
Primary Evaluator Approval	x	Primary Evaluator Approval	x

<b>Professional Growth Goal #1</b>					
<p><b>Overall Goal:</b> Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)</p>	<p><b>Action Steps and Data:</b> Include detailed steps and the data you will use to determine whether each benchmark is met</p>	<p><b>Benchmarks and Data:</b> Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</p>	<p><b>Evidence of Achievement:</b> How do you know that your goal has been met?</p>		
	<p>Action Step 1</p>	<p>__ / __ / ____</p>	<p>__ / __ / ____</p>	<p>__ / __ / ____</p>	<p>__ / __ / ____</p>
		<p>Data:</p>	<p>Data:</p>	<p>Data:</p>	<p>Data:</p>
	<p>Action Step 2</p>	<p>__ / __ / ____</p>	<p>__ / __ / ____</p>	<p>__ / __ / ____</p>	<p>__ / __ / ____</p>
		<p>Data:</p>	<p>Data:</p>	<p>Data:</p>	<p>Data:</p>

<b>Professional Growth Goal #2</b>					
<b>Overall Goal:</b> Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	<b>Action Steps and Data:</b> Include detailed steps and the data you will use to determine whether each benchmark is met	<b>Benchmarks and Data:</b> Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.	<b>Evidence of Achievement:</b> How do you know that your goal has been met?		
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__
		Data:	Data:	Data:	Data:
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__
		Data:	Data:	Data:	Data:
<b>Professional Growth Goal #3</b>					
<b>Overall Goal:</b> Using your most recent evaluation, identify a	<b>Action Steps and Data:</b> Include detailed steps and the data you will use to	<b>Benchmarks and Data:</b>	<b>Evidence of Achievement:</b>		

<p>professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)</p>	<p>determine whether each benchmark is met</p>	<p>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</p>	<p>How do you know that your goal has been met?</p>		
	<p>Action Step 1</p>	<p>___/___/___</p>	<p>___/___/___</p>	<p>___/___/___</p>	<p>___/___/___</p>
		<p>Data:</p>	<p>Data:</p>	<p>Data:</p>	<p>Data:</p>
	<p>Action Step 2</p>	<p>___/___/___</p>	<p>___/___/___</p>	<p>___/___/___</p>	<p>___/___/___</p>
		<p>Data:</p>	<p>Data:</p>	<p>Data:</p>	<p>Data:</p>

