



P.O. Box 121, 626 North Huntersville Road, Batesville, IN 47006 www.batesville.k12.in.us T: 812-934-2194 F: 812-933-0833

CERTIFICATED EMPLOYEE EVALUATION PLAN

believe in **better**

TABLE OF CONTENTS

PREFACE.....	2
SCHOOL BOARD POLICY.....	3
MISSION.....	4
OBJECTIVES.....	5
PERFORMANCE LEVEL RATINGS.....	6
PROFESSIONAL PRACTICE.....	7
STUDENT LEARNING.....	9
CALCULATION OF PERFORMANCE LEVEL RATINGS.....	10
TEACHER APPRECIATION GRANT.....	12
NEGATIVE IMPACT STATEMENT.....	13
EMPLOYEES RATED INEFFECTIVE.....	14
SYSTEM-TO-SYSTEM (S2S) TIMETABLE/FEEDBACK AND REMEDIATION.....	15
CLASSROOM OBSERVATIONS.....	17
ANECDOTAL RECORD KEEPING.....	18
GLOSSARY.....	19
APPENDICES.....	22

PREFACE

This Certificated Employee Evaluation Plan has emerged from the efforts and ideas of both Administrators and Certificated Employees. The plan is based on the Indiana RISE model with Effectiveness Rubrics being modified for Teachers, Guidance Counselors, Librarians/Media Specialists, Technology Specialists, and Administrators.

A committee of Administrators and Certificated Employees will utilize the school corporation's established discussion procedure to annually review the plan.

As per compliance with Indiana Code 20-28-11.5-8(d), any modification in the plan will be reported annually to the Indiana Department of Education (IDOE).

SCHOOL BOARD POLICY

The Board of School Trustees shall employ only highly qualified professional personnel as Certificated Employees. In essence, all professional personnel will be explicitly licensed in the area in which they serve. The Administration shall assess the services of the professional personnel and submit assessments in writing to the Superintendent of Schools in such manner and at such times as may be determined by the Board of School Trustees and the Superintendent of Schools. Certificated Employees shall be assessed on a combination of Professional Practice and Student Learning.

Only Administrators who have received training and support in evaluation skills specific to the Batesville Evaluation System will evaluate Certificated Employees. Such Administrators will officially serve as Evaluators and receive annual professional development.

MISSION

The BCSC Certificated Employee Evaluation Plan complies with Public Law 90 and is fair, credible, and accurate. The evaluation:

- Is Annual: Every Certificated Employee, regardless of experience, deserves meaningful feedback on his or her performance on an annual basis.
- Includes Student Growth Data: Evaluations should be student-focused. First and foremost, an effective Certificated Employee helps students make academic progress. A thorough evaluation system includes multiple measures of Certificated Employee performance, and growth data must be one of the key measures.
- Includes Four Rating Categories: To retain the best Certificated Employees, a process is needed that can truly differentiate the best educators and give them the recognition they deserve. If all Certificated Employees are to perform at the highest level, then there is a need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

OBJECTIVES

The objectives of this Evaluation Plan are to produce the following:

1. *Professional development* opportunities that raise Certificated Employee performance to a higher level and improve educational services for students.
2. Accurate and efficient *documentation* of the performance of Certificated Employees.
3. Commitment to *accountability* in the performance of the Certificated Employee's duties and responsibilities.

PERFORMANCE LEVEL RATINGS

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

1. Highly Effective: A Highly Effective Certificated Employee consistently exceeds expectations. This is a Certificated 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. The Highly Effective Certificated Employee's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

2. Effective: An Effective Certificated Employee consistently meets expectations. This is a Certificated 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. The Effective Certificated Employee'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.

3. Improvement Necessary: A Certificated Employee who is rated as Improvement Necessary requires a change in performance before he/she meets expectations. This is a Certificated 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. In aggregate, the students of a Certificated Employee 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.

4. Ineffective: An Ineffective Certificated Employee consistently fails to meet expectations. This is a Certificated 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. The Ineffective Certificated Employee's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

The performance level rating reflects a Certificated Employee's professional practice and contribution to student growth.

PROFESSIONAL PRACTICE

Assessment of instructional knowledge and skills

Measure: Modified Indiana RISE Effectiveness Rubric based on Certificated position

DOMAIN 1: PURPOSEFUL PLANNING

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 Create Standards Driven Lesson Plans and Assessments

DOMAIN 2: EFFECTIVE INSTRUCTION

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

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 Advocate for Student Success
- 3.4 Engage Families in Student Learning

DOMAIN 4: CORE PROFESSIONALISM

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

STUDENT LEARNING

SCHOOL-WIDE LEARNING MEASURE (SWL)

The School-Wide Learning Measure (SWL) invests all individuals in the success of a building's students. This measure is based on the premise that every Certificated Employee contributes to the overall growth of its students in the areas of English/language arts and mathematics. The measure relies on IGM data and counts equally for all employees. It is aligned to Indiana's A-F accountability policy.

STUDENT LEARNING OBJECTIVES (SLOs)

Student Learning Objectives (SLOs) are targets of student achievement that Certificated Employees and students work towards throughout the year. Although the goal is to eventually have Certificated Employees account for all students through measurable learning goals, employees will initially set SLOs for one specific class or group of students.

All Certified Employees will use for Math or E/LA for the SLO. Batesville Intermediate School, Batesville Middle School, and Batesville High School will use the Indiana State Mandated Assessment (ISTEP) for their assessment. Batesville Primary School will use NWEA. (Exceptions may apply, per Administrator approval, to specific Certified positions such as MoCD teachers.)

CALCULATION OF PERFORMANCE LEVEL RATINGS

Evaluators use the Effectiveness Rubric to rate a Certificated Employee at the end of the year on **Professional Practice** using the following process:

1. Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.
2. Use professional judgment to establish three final ratings in the Domains of (1) Planning, (2) Instruction, and (3) Commitment.

Domain 1: Planning =	10%
Domain 2: Instruction =	60%
Domain 3: Commitment =	10%

Next, evaluators rate a Certificated Employee on the two measures of **Student Learning**:

School-wide Learning Measure (SWL) – The school-wide measure counts equally for all Certificated Employees. The measure is aligned to the Indiana Department of Education's A-F accountability policy.

Student Learning Objectives (SLO) –All Certified Employees use Math or E/LA for the SLO. Batesville Intermediate School, Batesville Middle School, and Batesville High School use the Indiana State Mandated Assessment (ISTEP) for their assessment. Batesville Primary School uses NWEA.

Evaluators subtract ONE POINT from the combined score if the Certificated Employee does NOT meet all of the Core Professionalism expectations in Domain 4. Domain 4 is only involved in the calculation of the performance level rating when the employee does NOT meet the necessary standards.

FINAL CALCULATION

For purposes of calculating the final performance level, or summative rating, the following percentages are used.

Domain 1: Planning =	10%
Domain 2: Instruction =	60%
Domain 3: Commitment =	10%
School-wide Learning Measure =	15%
<u>Student Learning Objectives =</u>	<u>5%</u>
Domain 4: Core Professionalism	0 or -1

The Sum of the Weighted Ratings determines the final rating.

Ineffective =	1.0 points to 1.74 points
Improvement Necessary =	1.75 points to 2.49 points
Effective =	2.5 points to 3.49 points
Highly Effective =	3.5 points to 4.0 points

Teacher Appreciation Grant (TAG)

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

Eligible certified teachers include staff members covered under the Collective Bargaining Agreement, as well as Instructional Technology Specialists, who have received an Effective or Highly Effective rating from BCSC for the 2016-2017 (last) school year AND be employed by BCSC on December 1, 2017 (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 BCSC 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.

NEGATIVE IMPACT STATEMENT

A Certificated Employee may NOT receive a summative rating in the Effective or Highly Effective category if:

1. The employee receives an ineffective rating in Student Learning Objective Measure and
2. Fewer than 70% of his/her students pass the end of course assessment.

EMPLOYEES 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.

SYSTEM-TO-SYSTEM (S2S) TIMETABLE/ FEEDBACK AND REMEDIATION

For any Certificated Employee Evaluation Plan to be effective, the effort must be organized and meet specific deadlines. The following deadlines for System-to-System (S2S) Meetings are to be followed by Administrators with exceptions only under special circumstances.

First System-to-System Meeting:

Initial Conference – The Certificated Employee and Evaluator meet to discuss the employee's students' starting points and approve the Student Learning Objectives (SLOs). Domains 1 and 3 of the Effectiveness Rubric are also reviewed. The Initial Conference will be held with grade levels and departments.

Second System-to-System Meeting:

Mid-Course Check-In – The Certificated Employee and Evaluator meet to discuss progress made toward Student Learning Objectives (SLOs). Domains 1 and 3 of the Effectiveness Rubric are also reviewed.

If the Evaluator believes the Certificated Employee has areas in need of improvement, then recommendations and a timeline for addressing such areas will be provided in writing to the employee no later than five (5) days following this meeting.

Third System-to-System Meeting:

Summative Conference - The Certificated Employee and Evaluator meet to discuss summative student data results related to the scoring of Student Learning Objectives (SLOs) and the overall summative assessment of the employee by the Evaluator. A copy of the completed evaluation, including any documentation related to the evaluation, will be provided to the employee no later than seven (7) days following this meeting.

If the Certificated Employee receives a rating of **Ineffective** or **Improvement Necessary**, then the Evaluator and employee will develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the employee's evaluation. The remediation plan will require the use of the Certificated Employee's license renewal credits in professional development activities intended to help the employee achieve an Effective rating on the next performance evaluation.

If the Certificated Employee receives a rating of **Ineffective**, then the employee may file a written request for a private conference with the Superintendent or the Superintendent's designee not later than five (5) days after receiving notice of the rating. The Superintendent or Superintendent's designee will grant the request for a conference at a mutually agreed upon day and time.

The S2S Meeting Timetable sets the minimum number of conferences. Additional meetings may be scheduled depending on needs pertaining to an individual staff member.

CLASSROOM OBSERVATIONS

The Certificated Employee Evaluation is a key component of educational accountability. Schools will be more accountable when individual performance is held accountable. Assessment validates results and identifies areas that may need improved.

Evaluators shall document classroom observations using a modified version of the Indiana RISE Model. (Appendix A) This will:

1. Provide a systematic way of recording Certificated Employee observations.
2. Provide evidence for the Effectiveness Rubric.
3. Provide basis for forming questions in the post-observation conference.
4. Serve as a documented record of the observed performance.

Evaluators will use electronic software to record all observations.

Evaluators will review the classroom Certificated Employee's lesson plan book and grade book, including electronic versions, when appropriate. Evaluators will review artifacts submitted by the Certificated Employee when appropriate. When a Certificated Employee works in more than one building, the evaluation responsibility will be shared between the appropriate Building Evaluators or Corporation Level Evaluator.

All Certificated Employees will be observed at least four times per school year. A total of at least two Extended and two Short observations will be completed. Evaluators maintain the right to observe at any time.

Extended Observations consist of the Evaluator spending at least 30 minutes in the classroom. Short Observations are defined as observations of 10 to 29 minutes in length.

For all observations written feedback will be provided in Standards for Success within seven (7) school days.

All Certificated Employees have the opportunity to request an observation and/or conference at any time. The request shall be in writing and the Evaluator will respond to the request within a reasonable timeframe.

In the event that an Evaluator has identified specific areas of concern regarding the performance of a Certificated Employee that leads to additional observations for that employee, the Evaluator will notify the employee of the intent and state the reasons for such in writing.

ANECDOTAL RECORD KEEPING

It is important that all phases of the Certificated Employee's performance and behavior be accurately judged. In order to maintain an account of this performance and behavior, both positive and negative, anecdotal records should be maintained by the Evaluator.

If used by the Evaluator in the Certificated Employee's evaluation, then the Certificated Employee will be conferenced concerning the contents of the anecdotal records prior to the completion of the final evaluation.

All Certificated Employees have the opportunity to share and submit anecdotal evidence to the Evaluator who conducts their evaluation. This should be submitted prior to the completion of the final Certificated Employee evaluation.

Anecdotal records may be used for all areas of the evaluation, but are most effective in Domain 1: Planning; Domain 3: Commitment; and Domain 4: Core Professionalism in order to support an Evaluator's rating of a Certificated Employee.

GLOSSARY

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject- or grade- level standards. Achievement is a set point or “bar” that is the same for all students, regardless of where they begin.

Administrator: For the Batesville Community School Corporation, this refers to an employee serving in an administrative role AND holding an Indiana license as a School Administrator.

Certificated Employee: Means a person:

(1) whose contract with the school corporation requires that the person hold a license or permit from the division of professional standards of the department under IC 20-28; or

(2) who is employed as a teacher by a charter school established under IC 20-24.

Class Objective: A mastery goal based on students' starting point for a class of students covering all of the Indiana content standards for the course.

Classroom Assessment: A teacher-developed assessment used by a single teacher for a particular course, e.g., a teacher's world history final exam that only this particular teacher uses. Please note that a classroom assessment does not refer to an assessment created by and administered by groups of teachers (see School Assessment).

Content Mastery Standard: A score on an assessment that a student must obtain in order to be considered as having achieved mastery. The content mastery standard is typically between passing and 100%. BCSC has established 80% as an acceptable level for the demonstration of mastery.

Corporation Assessment: A common assessment that is mandated or optional for use corporation-wide. The assessment may have been created by teachers within the corporation or purchased from an assessment vendor. Some examples are mClass, AP, and NWEA.

End-of-Course Assessment: An assessment given at the end of the school year or semester course that measures mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many corporations and schools have end-of-course assessments that they have created on their own. Depending on the class, an end-of-course assessment may be a project instead of a paper-and-pencil test.

Evaluator: IC 20-28-11.5-1

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:

(1) has clearly demonstrated a record of effective teaching over several years;

(2) is approved by the principal as qualified to evaluate under the plan; and

(3) conducts staff performance evaluations as a significant part of teacher's responsibilities.

As added by P.L.90-2011, SEC.39.

BCSC plans to utilize only licensed School Administrators as Evaluators.

Extended Observation: Refers to the actual classroom observation and gathering of data concerning a Certificated Employee's performance. Includes the post-observation conference with the Certificated Employee to review and discuss the collected data to assist the Certificated Employee in improving performance. An Extended Observation consists of the Evaluator spending at least 40 minutes in the classroom.

Growth: Improving skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

Indiana Growth Model (IGM): This growth rating is one of two methods used to measure student learning. The other method is Student Learning Objectives. For teachers, the Indiana Growth Model rating is calculated by comparing the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). To increase the accuracy and precision of this growth rating, the score will reflect three years' worth of assessment data where available. Currently, growth model data only exists for students in grades 4-8 in English/language arts and mathematics.

Initial Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher's students' starting points and approve the Student Learning Objectives. It can be scheduled in conjunction with an observation conference or Beginning-of-Year conference.

Mid-Course Check-In: A conference in the middle of the year in which the primary evaluator and teacher meet to discuss progress made toward Student Learning Objectives.

Professional Judgment: A primary evaluator's ability to look at information gathered and to make an informed decision regarding a teacher's performance without using a predetermined formula.

School Assessment: Assessments developed by groups of teachers that are mandated or optional for use school-wide, e.g., end-of-course assessments written by science teachers and used in all chemistry classes in the school.

Short Observation: Refers to a classroom observation lasting between 10 minutes and 39 minutes.

Statewide Assessment: An assessment that is mandated for use statewide, e.g., ECAs, ISTEP+, LAS Links.

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), School-wide Indiana Growth Model data, and Student Learning Objectives. These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

Student Learning Objective (SLO): A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measurable, based on available prior student learning data, aligned to state standards when available, and based on growth and achievement.

Summative Conference: A conference where the primary evaluator and teacher discuss summative student data results related to the scoring of Student Learning Objectives.

APPENDICES

- A. Teacher Effectiveness Rubric
- B. Guidance Counselor Effectiveness Rubric
- C. Librarians/Media Specialist Effectiveness Rubric
- D. Technology Specialist Effectiveness Rubric
- E. Administrator Effectiveness Rubric