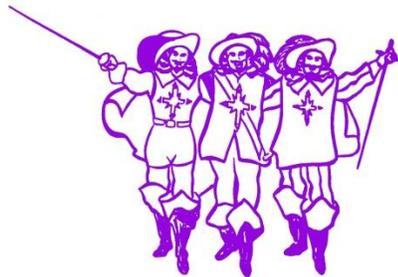


East Washington School Corporation

TEAM Evaluation Plan

Teachers
Empower
Aspiring
Musketees



Vision Statement

Our vision for East Washington School Corporation is to achieve excellence in education.

Mission Statement

The mission of East Washington School Corporation is to continuously improve the system of teaching and learning that results in increased achievement for all **students**.

Updated December 9, 2014

Table of Contents

East Washington School Corporation core belief statements	3
Educator Evaluation Plan’s Purpose & Goals	4
Role of Evaluator	4
Continual Improvement of Evaluation Plan	5
Expectations and Requirements: An Overview of the Evaluation Plan	5
New Teacher Tenure Categories Beginning July 1, 2012	11
Contract Cancellation Grounds (IC 20-28-7.5-1)	12
Two Primary Components of Evaluations	12
Professional Practices Overview	15
Appendix A.....	18
Appendix B	19
Appendix C	20
Appendix D	21
Appendix E	22
Appendix F	23
Appendix G	24

East Washington School Corporation Core Belief Statements:

- **High Quality Learning**

Teachers are the facilitators of student-centered learning. A variety of instructional strategies and learning activities are used at all levels in alignment with the Common Core Standards. Additional support is given to students for curriculum mastery and enrichment.

- **Parents as Partners**

Parents are a child's first teacher. Their input is invaluable as educational decisions are made for their child. Teachers and parents exchange information regularly utilizing various communication tools.

- **A Highly Skilled and Compassionate Staff**

With student well-being as the highest priority, all members of the corporation have a unique role in student development. Staff goes beyond the academics to guide students through their emotional, social, and physical needs.

- **Accountability for All**

Accountability for student success is shared by all corporation stakeholders: students are accountable for their daily choices and actions, parents are accountable for their child's attendance and school preparation, the community is responsible for supporting students and the schools through their words and actions, and school personnel are accountable for their work performance and professionalism.

- **Assessing for True Learning**

A variety of assessments are used to measure student learning. Assessment tools are evaluated regularly to ensure validity. Assessment data drives instruction that improves student learning.

- **A Safe and Positive Learning Environment**

Buildings are well-maintained and properly cared for on a daily basis. School Safety Plans are evaluated and updated regularly. A respectful environment is the expectation for all students, parents, teachers, and community for daily school operation.

- **Professional Development to Support Learning**

Professional development is ongoing and is a recognized necessity to stay ahead in an ever-changing global society. The district is committed to providing meaningful professional growth opportunities to enhance student learning.

Educator Evaluation Plan's Purpose & Goals

Research has shown that teachers are the most significant school-based factor in student achievement. It is essential to not only have a systematic approach to identify highly effective teachers but also systematically provide data and feedback that can be used to improve teacher practice. All aspects of the evaluation plan will have a student-centered focus.

The purpose of the East Washington evaluation plan is to ensure quality instruction and promote growth and success of the students. Furthermore, the evaluation plan seeks to ensure we recruit and retain the best teachers and administrators, develop all teachers and administrators to their fullest potential, and address ineffective teachers and administrators fairly but decisively. Teachers and administrators at East Washington are well-educated and committed professionals who strive to remain current in their instructional practices.

Therefore, the goals of the evaluation plan are to:

- Recruit the best teachers and administrators;
- Retain the best teachers and administrators;
- Develop all educators to their fullest potential; and
- Address ineffective teachers and administrators

The educator evaluation plan will be made available to all certified staff before evaluations are conducted. It will also be available on the corporation website. In addition, the evaluation plan will be submitted to IDOE as required by IC 20-28-11.5-8(d).

Role of Evaluator

Measuring teacher professional practice through collecting, reviewing and analyzing evidence requires trained evaluators and a collaborative spirit with teachers. Inter-rater reliability is important to assure that teachers are evaluated appropriately and as similarly as possible. Observations will require a substantial commitment to training for evaluators to ensure inter-rater reliability, as well as training for teachers who will use evaluation results to inform practice. All East Washington evaluators shall be properly trained to meet State requirements set forth by the IDOE on evaluation training. To assist, whenever possible, evaluators will work together to ensure the best outcomes for the students we serve. The district will ensure each teacher at minimum will have one primary evaluator. Administrators may also be used as secondary evaluators.

Primary and Secondary Evaluators are defined as the following:

Primary Evaluator: The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator. Principals, Assistant Principals, Superintendent, Special Education Cooperative Director or the Special Education Cooperative Assistant Director may serve as primary evaluators.

Secondary Evaluator: An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Each teacher may have more than one secondary evaluator. Principals, Assistant Principals, Superintendent, Special Education Cooperative Director or the Special Education Cooperative Assistant Director may serve as secondary evaluators.

East Washington will nurture an educational climate in which evaluation is not seen as punitive and teachers are highly involved in the process.

Continual Improvement of Evaluation Plan

East Washington’s evaluation plan will be approached and embraced as a “living document.” East Washington will continuously seek to improve the plan in order to better meet the needs of our teachers and students. Each year, teachers and administrators will be given the opportunity to provide valuable input through the discussion process prior to explanation with the governing board.

It is important we gain teacher input throughout the process as well. Administration will work with teachers at the conclusion of the evaluation cycle to develop a method of gathering teachers’ purposeful and meaningful input in addition to what is set in the feedback section. Each year, an updated evaluation plan will be made available to all certified staff before evaluations are conducted. The true test of the evaluation plan should be whether it gives teachers feedback and proper support necessary to improve.

Expectations and Requirements: An Overview of the Evaluation Plan

The evaluation plan includes the following expectations and requirements:

Annual

Evaluations for all certified staff will be conducted at least annually. A primary evaluator will conduct the annual summative evaluation. (The Superintendent summative evaluation shall be conducted by the School Board of East Washington.)

Objective Data

This is the collection of student data on student achievement and growth that will significantly guide the evaluation. The objective data measures include: measures provided by IDOE based on student achievement and/or growth on statewide assessments (e.g., ISTEP+).

Multiple Measures

Evaluators must use multiple measures to compile a complete and comprehensive picture of each individual's performance. Also, it is determined the weight each measure will hold. East Washington will use the following measures:

- TER (Teacher Effectiveness Rubric found in Appendix A);
- IGM (Indiana Growth Model) data; and
- SWL (School-Wide Learning Measure) building grade assigned through the IDOE

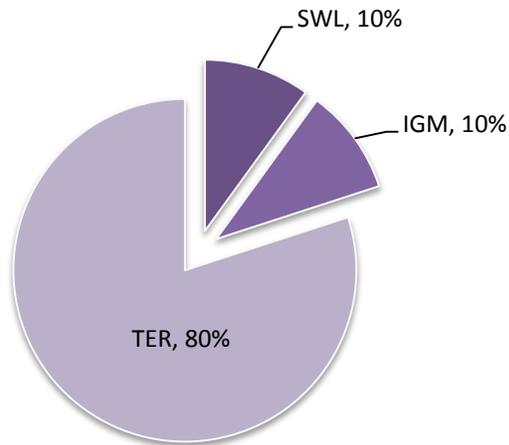
The value and weight of the individual measures will be dependent on area(s) taught by the teacher; thus, the need for determining teacher groups. The following are the two teacher assigned groups and the impact of each of the pieces of multiple measures.

Each group of teachers has a separate weighting scheme. Each is summarized in the charts below.

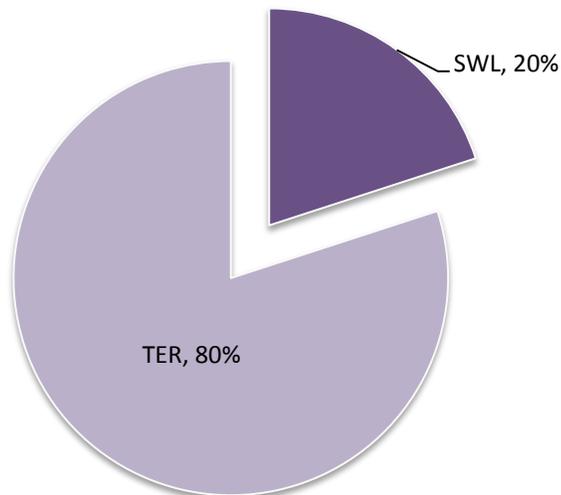
Group 1 Teacher: For the purpose of summative weighting, a group 1 teacher is a teacher for whom half or more of their "classes" have growth model data. More specifically, this includes any teacher in grades 4-8 that teachers both ELA and Math OR any teacher in grades 4-8 that teachers either ELA or Math for half or more of time spent teaching during the day.

Group 2 Teacher: For the purpose of summative weighting, a group 2 teacher is a teacher for whom none of their classes have growth model data. This currently represents all PK-3 grade teachers, any teacher in grades 4-8 that teach neither math nor ELA, and all high school teachers.

Group 1: teachers who have individual growth model data for at least half of classes taught



Group 2: teachers who do not teach any classes with growth model data



Four Performance Level Ratings

As required by Indiana Code 20-28-11.5, each certificated individual will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* individual consistently exceeds expectations. This is a teacher 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 teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education and defined by the East Washington School Corporation.
- **Effective:** An *effective* individual consistently meets expectations. This is a teacher 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 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 and defined by the East Washington School Corporation.
- **Improvement Necessary:** An individual 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 reasonably 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 and defined by the East Washington School Corporation. Note: Teachers who receive this rating are ineligible for any salary increase for the year in question.
- **Ineffective:** An *ineffective* individual 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 reasonably 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 and defined by the East Washington School Corporation. Note: Teachers who receive this rating are ineligible for any salary increase for the year in question.

Feedback and Professional Development

Certificated individuals will be provided timely feedback. In addition, professional development will be based on constructive and comprehensive feedback. The following outline critical points regarding feedback and professional development. Forms generated through SDA (Student Data Analysis from Five-Star Technology) will be used and or substituted as needed to support the process.

Formal observations will be a source of feedback for teachers throughout the school year. Formal observations will conclude by May 1 of each year.

Formal Observations

- Number: minimum of two formal observations
- Length: minimum of 40 minutes each
- Announced
- All formal observations will utilize the evaluator observation form (see *Appendix B*)
- Written feedback will be given through a post-conference within five school days of the observation
- Pre-conferences may be held

There are no maximum limits on the number of observations, conferences and/or written evaluations. Additional observations, conferences and/or written evaluations may occur at any time when deemed necessary by the evaluator or at the request of the teacher.

A copy of the completed summative rating form (see *Appendix B*), including any documentation related to the evaluation, will be provided to the teacher no later than seven (7) days after the end-of-year conference is conducted. The end of the year conference timeline is dependent upon the IDOE's ability to provide East Washington with pertinent annual data. The primary evaluator shall review and discuss the evaluation with the teacher.

If a certificated staff receives a rating of *Needs Improvement* or *Ineffective*, the primary evaluator and the teacher shall develop a professional development plan.

The following facts apply to educators who receive *Needs Improvement* or *Ineffective* ratings:

- If a certificated employee receives a rating of *Needs Improvement* or *Ineffective*, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The Professional Development Plan can be found in

(Appendix B). The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. The principal may direct the use of the certificated employee's license renewal credits under this subsection.

- A teacher who receives a rating of *Ineffective* may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

In addition to use of the teacher effectiveness rubric to measure classroom teacher effectiveness, specific rubrics will be used to measure effectiveness of Professional School Counselors, Principals and Assistants, School Librarians, and the Superintendent. Rubrics for these certificated individuals are found in the attached appendices:

Professional School Counselor (Appendix C)

School Librarians (Appendix D)

Principals (Appendix E)

Assistant Principals (Appendix F)

Superintendent (Appendix G)

The Assistant Principal RISE rubric shall be modified as needed to measure the effectiveness of the Title I Director, Athletic Directors, and Assistant to the Superintendent to assure job functions are captured and evaluated annually.

East Washington is committed to taking the time to differentiate the opportunities for all teachers to enhance their professional skills to better serve our students. The use of evaluation information in order to create rich professional development opportunities for our staff, tied directly to their needs identified within the evaluation process, will be vital to our students learning outcomes. In addition, Professional Growth Points (PGP) will be better scripted and of high quality.

In addition to discussing the evaluation process throughout the school year, teacher will be given the opportunity through the discussion process to offer input into possible revisions and/or additions they deem necessary in order to improve upon the teacher evaluation plan and the evaluation process. A discussions session in late spring will be committed to doing such. However, ideas can be discussed throughout the year if teachers or administration feel it necessary.

Negative Impact

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 student 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 failing to demonstrate student learning or mastery of standards established by the state. Data will include, not limited to, grades, classroom assessments, end of course assessments, or student performance. This negative impact on student growth shall be determined by the primary evaluator.
- A teacher who negatively affects student growth and achievement cannot receive a rating of highly effective or effective.

A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as *Ineffective* in the school year immediately before the school year in which the student is placed in the respective teacher's class.

If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether the prior paragraph applies to the teacher.

If it is not possible for a school corporation to comply with this requirement, East Washington will notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated *Ineffective*. The parent must be notified before the start of the second consecutive school year or as soon as data have been received and joined with the Teacher Effectiveness Rubric to determine that the teacher has, indeed, earned an *Ineffective* summative rating.

New Teacher Tenure Categories Beginning July 1, 2012

The following definitions of teacher status are drawn from Indiana Code as cited in each category.

- A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired to East Washington) 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 on July 1, 2012 unless considered probationary.
- 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

Two Primary Components of Evaluations

The two components, Professional Practices and Student Learning, are scored and factored into the summative rating. Each Teacher's summative evaluation score will be based on the following components and measures:

1. **Professional Practice – Assessment of (1) purposeful planning and effective instruction and (2) teacher leadership**

Measure: East Washington Teacher Effectiveness Rubric (TER)

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

Measure: Individual Growth Model (IGM)*

Measure: School-wide Learning Measure (SWL)

*This measure only applies to teachers of grades 4 - 8 who teach ELA or math

The primary portion of the teacher effectiveness rubric consists of two domains and twelve competencies.

Primary Components

1. **Professional Practices**

Domain 1: purposeful planning and effective instruction

- 1.1 Plans instruction in accordance with locally approved standards and curriculum
- 1.2 Develop Student Understanding and Mastery of Lesson Objectives
- 1.3 Demonstrate and Clearly Communicate Content Knowledge to Students
- 1.4 Engage Students in Academic Content
- 1.5 Check for Understanding
- 1.6 Modify Instruction as Needed
- 1.7 Develop Higher Level of Understanding Through Rigorous Instruction and Work
- 1.8 Maximize Instructional Time
- 1.9 Create Classroom Culture of Respect and Collaboration
- 1.10 Set High Expectations for Academic Success

Domain 2: Leadership

- 2.1 Contribute to School Culture
- 2.2 Establishes and maintains effective lines of communications

In addition to these three primary domains, the TER contains a third domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher’s job.

The Core Professionalism domain has four criteria:

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

2. Student Learning

Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

Achievement is 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.

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- *Growth* differentiates mastery expectations based upon baseline performance.

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning, we must use measurements that:

- Are **accurate** in assessing student learning and teacher impact on student learning
- Provide **valuable and timely data** to drive instruction in classrooms
- Are **fair** to teachers in different grades and subjects
- Are as **consistent** as possible across grades and subjects
- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers in grades 4-8.

To complement the growth model, and to account for those teachers who do not have such data available, measures of school-wide learning are used. The measure of school-wide learning is determined based upon the school's current grade as defined by the IDOE. School-wide learning data is reflective of the collective efforts of ALL certificated individuals assigned to the building contribute significantly to student growth and achievement through their instruction and leadership. 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 shall determine the amount of points awarded with the actual value assigned to the certificated individual:

- A = 4.00-3.51
- B = 3.50-3.00
- C = 2.99-2.00
- D = 1.99-1.00
- F = 0.99-0.00

Professional Practices Overview

The East Washington Teacher Effectiveness Rubric (TER) (see Appendix B) will be utilized to score each certified teacher within East Washington School Corporation. This rubric is aligned with the research on what drives student achievement and ultimately seeks to shine a spotlight on great teaching, provide clear expectations for teachers, and support a fair/transparent evaluation of effectiveness. The following outlines the breakdown of the TER.

Two (2) Domains

The professional practices identified within the TER are divided into two (2) domains. The two (2) domains are as follows:

- Domain 1- Purposeful Planning and Effective Instruction
- Domain 2- Teacher Leadership

Overall Ratings for Each Domain

Each of these domains will be scored based on evidence collected within the evaluation process using this scale:

- 4.00-3.50 Highly Effective
- 3.49-2.50 Effective
- 2.49-1.75 Improvement Necessary
- 1.74-1.00 Ineffective

For each domain, all indicators will be scored and the average of indicators will be calculated. The following scale will be utilized to determine overall rating under each domain:

- 4.00-3.50 Highly Effective
- 3.49-2.50 Effective
- 2.49-1.75 Improvement Necessary
- 1.74-1.00 Ineffective

The overall ratings for the TER will be determined from the following weights:

- Purposeful Planning and Effective Instruction: Domain 1 = 85%
- Teacher Leadership: Domain 2 = 15%

Core Professionalism

If all Core Professionalism expectations are met as prescribed by the TER, the score determined from Domains one and two will be employed. If evidence supports the teacher fails to meet *any* of the core professionalism criteria, then one (1) point will be deducted from their overall TER score. Examples of violation of the core professionalism components include, but are not limited to, exhausting available leave days or repeated leaving early without prior approval by the administration (attendance), repeated violation of arriving late to scheduled start time (on-time arrival), repeated violation of same existing School Board policies or building-specific expectations (policies and procedures), or lack of professional behavior when handling conversation or meeting with students or other adults (respect). If the certificated individual is informed in writing by an evaluator that he/she has violated a core professionalism standard and then repeats the behavior to violate the standard again, written notification to the certificated individual a second time shall serve as evidence to subtract 1 point for professionalism in the overall TRF score. If subtracting a point from the overall score would result in a person dropping below a 1.0 then the score shall be reported as 1.0. Administrative expectations and guidance are provided in building faculty handbooks.

The core professionalism standards from the TER document are as follows:

- Attendance
- On-time Arrival
- Policies and Procedures
- Respect

The Following is a breakdown of each multiple measure of student learning.

Indiana Growth Model

The Indiana Growth Model indicates a student's academic progress over the course of a year. It takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s), for example, in math. Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student's current year ISTEP+ scores compare to students who had scored similarly in previous ISTEP+ tests.

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of the four rating categories. Please access the IDOE website for more information on the metrics used to calculate teachers' 1-4 score based on student growth model data.

School-wide Learning

Because it is important for teachers to have a common mission of improving student achievement, *all* teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's A – F accountability model. The A – F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

Appendix A

East Washington School Corporation

TEAM Teacher Effectiveness Rubric

Teachers

Empower

Aspiring

Musketeers

In lieu of the TEAM rubric, Primary and Secondary Evaluators will use the EWSC Athletic Director evaluation rubric for Athletic Director(s) of the corporation. Athletic Director(s) will be considered group 2 teachers for summative weighting.

Appendix B

FORMS – may be found in Pivot (formerly SDA)

Evaluator Observation Form

Summative Rating Form

Professional Development Plan

Appendix C

Professional School Counselor Effectiveness Rubric

Use the link below to access this document

<http://learningconnection.doe.in.gov/UserGroup/GroupDetailFileBookmarks.aspx?gid=1652>

Appendix D

Association of Indiana School Library Educators School Librarian Evaluation Rubric

Use the link below to access this document

<http://learningconnection.doe.in.gov/UserGroup/GroupDetailFileBookmarks.aspx?gid=1652>

Appendix E

Principal Effectiveness Rubric

Use the link below to access this document

<http://www.riseindiana.org/how-does-rise-work/training-support-and-resources>

Appendix F

Assistant Principal Effectiveness Rubric

Use the link below to access this document

<http://www.riseindiana.org/how-does-rise-work/training-support-and-resources>

Appendix G

Superintendent Effectiveness Evaluation

The Superintendent will be evaluated annually using the process developed jointly by the Indiana School Board Association (ISBA) and the Indiana Association of Public School Superintendents (IAPSS) in June 2012. The process uses a combination of an evaluation instrument (rubric) based on the Indiana Content Standards for Educators: School Leader – District level, goals developed by the Superintendent and School Board of East Washington, and the corporation accountability grade (A-F). The School Board of East Washington and the Superintendent shall jointly determine percentages used for each area annually.