



## ***Evaluation Plan Submission Coversheet 2015-2016***

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department and requires the IDOE to publish the plans on its website. This cover sheet aims to provide a reference for teachers, administrators, parents, and other stakeholders of the components of performance evaluation plans for each school corporation required by [Indiana Code 20-28-11.5](#). Per Indiana's ESEA Flexibility Waiver, the IDOE will review each evaluation plan for the requirements of IC 20-28-11.5 and provide districts feedback on the review. In order to provide quick feedback, the district will need to ensure that each requirement list the corresponding page number(s).

In the chart below, please reference the page number(s) in your document which clearly display compliance with the requirement. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D etc with the page number following. For example: A-23, B-5, etc.

Your plan may include many other sections not listed below. This sheet is not exhaustive but should encapsulate the main components of your plan. Once completed, please attach this cover sheet to the evaluation plan document you will submit. The whole document, including this cover sheet, needs to be combined into one PDF for submission. All information must be included in **ONE** PDF as you will only be able to upload one document.

<b>School Corporation Name</b>	<b>Bartholomew Consolidated School Corporation</b>
<b>School Corporation Number</b>	<b>0365</b>

<b>Annual Evaluations</b>			
<b>Requirement</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, principals and superintendents.	3

<b>Objective Measures of Student Achievement and Growth</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
■ Objective measures of student achievement and growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation for all certificated employees Protocol for including objective measures of student achievement and growth	7 Appendix A-14
■ Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data (individual growth measure for teachers in grades 4-8) Other Statewide Assessments incorporated into evaluations	7 Appendix A-14
■ Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	7 Appendix A-14
■ Student assessment results from locally developed assessments and other test measures in evaluations for certificated employees.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures	7 Appendix A-14

<b>Rigorous Measures of Effectiveness</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
■ Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Other Certificated Staff</li> <li>• Principals</li> <li>• District-Level Certificated Staff</li> </ul> Other measures used for evaluations	Appendix A-14

<b>Designation in Rating Category</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<p>■ A summative rating as either highly effective, effective, improvement necessary, or ineffective.</p>	IC 20-28-11.5-4 (c) (4) and (6)	<p>Definition of performance categories</p> <p>Summative scoring process that yields placement into each performance category</p>	11,13,15
<p>■ A final summative rating modification if and when a teacher negatively affects student growth</p>	IC 20-28-11.5-4 (c) (4) and (6)	<p>Description of modifying final summative rating for negative growth</p> <p>Definition of negative impact on student growth for classes not measured by statewide assessments</p>	11
<p>■ All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.</p>	IC 20-28-11.5-4 (c) (4) and (6)	<p>Process for determining summative rating</p> <p>Scoring Student Learning Measures</p> <p>Weights of evaluation components</p> <p>Process for tracking data and managing documentation</p>	6,7,11,13,15

<b>Evaluation Feedback</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<p>■ Recommendations for improvement and the time in which improvement is expected.</p>	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	<p>Process for delivering feedback on evaluations</p> <p>Process for tying evaluation results to professional development</p>	8,11 Appendix C-16 Appendix F-19

<b>Evaluation Plan Discussion</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<p>■ Evaluation Plan must be in writing and explained prior to evaluations are conducted.</p>	IC 20-28-11.5-4 (e) (1) and (2)	<p>Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted.</p> <p>Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss</p>	5,6 Appendix F-19

		the plan with teachers or the teachers' representative, if there is one.	
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<b>Evaluators</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<p>Only individuals who have received training and support in evaluation skills may evaluate certificated employees.</p>	<p>IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)</p>	<p>Description of Evaluator Training Description of who will serve as evaluators Process for determining evaluators</p>	<p>5</p>
<p>Teachers acting as evaluators (which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities</p>	<p>IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)</p>	<p>Description of who will serve as evaluators Process for determining evaluators</p>	<p>5</p>
<p>All evaluators receive training and support in evaluation skills</p>	<p>IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)</p>	<p>Description of evaluator training and ongoing training</p>	<p>5</p>

<b>Feedback and Remediation Plans</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<p>All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.</p>	<p>IC 20-28-11.5-6</p>	<p>System for delivering summative evaluation results to employees</p>	<p>3,11 Appendix F-19</p>

<p>■ Remediation plans assigned to teachers rated as ineffective or improvement necessary.</p>	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	3 Appendix C-16
<p>■ Remediation plans include the use of employee's license renewal credits.</p>	IC 20-28-11.5-6	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	3 Appendix C-16
<p>■ Means by which teachers rated as ineffective can request a private conference with the superintendent.</p>	IC 20-28-11.5-6	Process for teachers rated as ineffective to request conference with superintendent	3 Appendix C-16

<b>Instruction Delivered by Teachers Rated Ineffective</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<p>■ The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.</p>	IC 20-28-11.5-7	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	3,7,8,12
<p>■ The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.</p>	IC 20-28-11.5-7	Description of how parents will be informed of the situation	7,8,12

**BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION**

**GUIDEBOOK  
for  
TEACHER EVALUATION SYSTEM**

**August, 2015**

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## INDIANA CODE

Indiana Code 20-28-11.5-4 requires school corporations to implement performance evaluations for each certified employee. The evaluation system must include the following components:

- Annual evaluation
- Objective measures of student achievement and growth including state assessment results from statewide assessments in subjects measured in statewide assessments
- Methods for assessing student growth in areas not measured by statewide assessments
- Rigorous measures of effectiveness, including observations and other performance indicators
- An annual designation of each certified employee in one (1) of the following rating categories:
  - Highly effective
  - Effective
  - Improvement necessary
  - Ineffective
- An explanation of the evaluator's recommendations for improvement, if needed, and the time frame 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

Additional components required in the evaluation system (IC 20-28-11.5-6) include;

- A copy of the completed evaluation must be provided to the certified employee not later than seven (7) days after the evaluation is conducted;
- If a certified employee receives a rating of ineffective or improvement necessary, the evaluator and the employee shall develop a remediation plan of not more than ninety (90) school days to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the employee's license renewal credits in professional development activities intended to help the employee achieve an effective rating on the next performance evaluation;
- A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent (or designee) not later than five (5) days after receiving notice that the teacher received a rating of ineffective;
- A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers each of whom was rated ineffective.

IC 20-28-6-8 defines the following **teacher categories**:

- **Established teacher** – a teacher under contract in a public school corporation by July 1, 2012. An established teacher remains in this category for the remainder of the teacher’s employment with the school corporation. Any combination of three evaluation ratings of improvement necessary or ineffective within five (5) years may lead to dismissal for incompetence. Two (2) consecutive ineffective ratings may also lead to dismissal for incompetence.
- **Probationary teacher** – any teacher hired after July 1, 2012 until such time as the teacher has received a rating of effective or highly effective for at least three years in a five year or shorter period. Two consecutive improvement necessary or ineffective evaluation rating may lead to dismissal.
- **Professional teacher** – a probationary teacher who has met the evaluation criteria to be rated effective or highly effective for three years in a five year period (or shorter) will become a professional teacher and will remain in this category unless the teacher receives an ineffective rating. At such time, the teacher becomes a probationary teacher subject to the criteria of the probationary teacher. Any combination of three (3) improvement necessary or ineffective ratings within five (5) years may lead to dismissal for incompetence.

## **TEACHER EVALUATION SYSTEM DEVELOPMENT PROCESS & CURRENT STATE**

The BCSC Evaluation System was developed during the 2011-12, 2012-13 school years by an Evaluation Committee consisting of administrators and teacher representatives of the Columbus Educators Association. This committee was assisted in its work through membership in the Indiana Teacher Appraisal and Support Systems (IN-TASS) through the Center on Education and Lifelong Learning at Indiana University (CELL).

The Evaluation Committee was committed to the development of an evaluation system that incorporates the following fundamental principles:

- A system that ensures fair and accurate judgments about the teaching and learning process.
- A system that enables valid judgments/assessment of student work.
- A system that includes multiple measures of student achievement.
- A system that facilitates a productive professional dialogue among teachers and administrators to ensure continuous improvement.
- A system that creates confidence and support for all stakeholders.
- A system that incorporates procedures to address anomalies and inconsistencies in the implementation process.
- A system that incorporates collegial decision-making.

All evaluations will be conducted by BCSC administrators. Non-administrators/teachers will not act as evaluators as per agreement with the district teachers' association.

The new evaluation system was piloted by Columbus East High School, Northside Middle School, and Smith Elementary School during the 2012-13 school year.

All administrators received the following evaluator training in order to assure as much validity and reliability as possible in the evaluation process:

- Understanding the new BCSC Evaluation System – June, 2012, and ongoing monthly throughout the 2011-12, 2012-13 school years
- Universal Design for Learning (UDL) – ongoing since 2006
- Positive Behavior Instructional Supports – ongoing since 2003
- Instructional Consultation Teams – ongoing since 2007
- Evaluation Interrelator Reliability Training through CELL – June, 2013
- Structured Facilitated Group Training – June, 2013
- Additional training will continued monthly throughout the 2013-14 and 2014- 2015 school year
- The Evaluation Committee will continue to meet and review the status of full implementation of the Evaluation System during the 2013-14 and the 2014- 2015 school years.
- School Board public presentation on Evaluation system on September 22, 2014

- Hosted Sarah Pies from the IDOE on June 1, 2015 for the on-site review of the evaluation plan.
- June 23, 2015 the district responded to areas of improvement cited from the on-site evaluation report.
- July 6, 2015 we received an e-mail from Sarah Pies stating that the district responses to be satisfactory
- July 13, 2015 Publically reported to the school board the results of the on-site review of the district’s evaluation system.

## COMPONENTS of THE EVALUATION SYSTEM

The BCSC Evaluation System consists of the following components:

- Step I: Goal Setting/Pre-Observation Conference**
- Step II: Observations – formal and informal, minimum of two each year**
- Step III: Post Observation Conferences**
- Step IV: Summative Conference**

Intentionally aligned rubrics for teachers, deans, counselors, administrators, support personnel, and athletic coaches will be used in conducting the evaluations. (Appendix A) Each rubric is based on the following domains:

- **Universal Design for Learning (UDL)** – weighted as **50%**

UDL is the school corporation’s framework for planning, preparation, instruction, and assessment. It is a way for teachers to think about the learning environment and teach their lessons in such a way that ensures that they reach every student. There are four principles of UDL:

- 1) Teachers decide on a specific goal for the lesson or unit (Goal setting).
- 2) Teachers look at how to make the lesson interesting to each student (Engagement).
- 3) Teachers make sure they are teaching the topic many different ways (Representation).
- 4) Teachers check to see how students share what they know in different ways (Expression).

- **Positive Behavior Instructional Support (PBIS)**- weighted as **15%**

PBIS is the school corporation's framework for school and classroom culture and management. It is a way to make schools positive and motivating places to be. PBIS is used to help a staff create school-wide systems, based on data collection and evaluation, that allows them to teach and promote positive behavior among all students. By reducing behavioral problems, environments are created that allow teachers to teach and students to learn.

- **Academic Citizenship** – weighted as **10%**

Academic Citizenship is the school corporation's framework for professional growth and responsibilities. An effective educational program requires the services of men and women of integrity, high ideals, commitment to professional growth and an understanding of human development. As high performing academic citizens, professional staff members will:

- Recognize basic dignities of all individuals with whom they interact in the performance of duties;
- Regularly reflect on their performance and practice;
- Exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;
- See and apply the knowledge and skills appropriate to assigned responsibilities.

- **Student Achievement, Performance, and Growth** – weighted as **25%**

This domain includes data from state required assessments (ISTEP, End of Course Assessment, and the assignment of school grades. The school grade counts as a double value and is applicable to all teachers within that building regardless of content assignment so that all teachers share in the achievement, performance and growth of students as measured by the state). It also incorporates individual student growth data along with various other measures of student performance. These other measures will include the metrics of the district-wide learning outcomes that will be in place for the 2015-2016 school year after being piloted in 2014-2015. These district-wide learning outcomes are for the non-tested content areas as well as the tested content areas to measure individual student growth.

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

As stated on page 3 according to state code, students will not be instructed for two consecutive years by two consecutive teachers rated as ineffective. The district will also not

have a student be instructed for consecutive years by the same ineffective teacher. This will be monitored at the building level by the building principal.

The building principal will also be responsible for notifying parents either in writing or in a personal meeting if assigning a student to consecutive “ineffective” teachers is unavoidable which could possibly happen with the current teacher shortage at the secondary level.

## **Step I: Goal Setting/Pre-Observation Conference**

Prior to any formal observation, the certified employee and the administrator meet to discuss and review relevant information pertaining to the upcoming school year.

This conference should take place in April or May of the previous school year or August or September of the current school year.

Topics of discussion at this pre-observation conference could include:

- Goals for the year
- Strengths and weaknesses
- Student characteristics
- Achievement data
- Extenuating circumstances
- Clarifications of the rubric
- Evaluator expectations
- Projected timelines

The ultimate goal of this pre-observation conference is for the certified employee and the administrator to leave this meeting with a sense of purpose and direction for the new school year.

The certified employee who is responsible for creating an environment where students can be successful has shared with his/her administrator information that the certified employee feels is important to successfully accomplishing this goal of success for all students.

The administrator who is responsible for supporting the certified employee’s efforts has endorsed his/her goals and has clarified the support the administrator can provide.

### **Documentation Required:**

- A record of the date and time of this meeting
- A copy of the teacher goals for the year

## **Step II: Observations**

Each certified employee will have a minimum of **two observations** during the school year – one each semester. One of the two observations must be formal but the second observation may be formal or informal in structure.

### **Formal Observation:**

- Scheduled with the certified employee prior to visit
- At least thirty (30) consecutive minutes in length
- May include scripting, videos, or pictures of evidence of instructional practices observed
- What is observed will be correlated to the evaluation rubric
- Activities observed will vary depending on the grade/subject of the students
- May include observation of a Structured Facilitated Group\*

### **Informal Observation:**

- May include any and all things that reflect overall professionalism;
- May take place in a variety of professional environments;
- May be lessons or activities outside of the classroom;
- May be lessons, activities, or interactions observed on administrative walk-throughs;
- May include observations of professional interactions between a certified employee and a variety of individuals: students, colleagues, parents, administrators, community members, or other school staff
- Can include involvement in or at extra-curricular functions or community-sponsored activities.

### **\*Structured Facilitated Groups**

SFG's are peer/group facilitated and structured processes and are designed to promote meaningful and efficient communication and learning among colleagues. Critical Friends Groups (CFG), Instructional Consultation Teams (ICT), Continuous Improvement Councils (CIC), and Goal Action Teams are just some examples of groups that may meet the criteria to qualify as an SFG. If a group is an SFG, a meeting of that group may serve as an observation opportunity for the administrator.

In order to work as an observation opportunity, the following guidelines must be met:

- The SFG has administrative support
- An SFG trained facilitator leads the group
- A shared set of norms and values has been developed by the group
- One or more protocols as outlined by the National School Reform Faculty are used to lead the discussion
- The use of an SFG as one of a teacher's observation is on a voluntary basis.

**Documentation Required:**

- A record of the date and time of each observation including the activity observed.

**Step III:  
Post–Observation Conference**

A conference between the certified employee and the administrator must take place within **seven (7)** working days after an observation has taken place. Any variation in this seven day requirement due to unforeseen circumstances should be mutually agreed upon by the administrator and the certified employee.

This conference should represent an open and collaborative process between the teacher and the administrator.

Topics of discussion at this post-observation conference could include:

- Overall classroom performance;
- Student Progress;
- Progress towards goals identified in Pre-Observation/Goal Setting Conference;
- Professional development opportunities;
- Artifacts to support evidence or lack of evidence in the observation (Appendix D);
- Support that the administrator may provide;

Progress toward and potential category placement on the **Appropriate Success Rubric (teacher, dean, counselor, administrator, etc.)** should be a significant part of any post-observation conference.

**Documentation Required:**

- A record of the date and time of each post-observation conference

## **Step IV: Summative Conference**

The Summative Conference takes place between the certified employee and the administrator as a final step in the evaluation process for the school year. This conference will take place **after** all observations and post-observation conferences have been conducted.

The focus of the Summative Conference should build on the data and discussion from previous conferences and will be where the final rating category (Highly effective, Effective, Improvement Necessary, or Ineffective) is determined.

The completed **Success Rubric (teacher, dean, counselor, administrator, etc.)** (Appendix A) will be the basis for the category placement.

The BCSC **Summative Evaluation Scoring Sheet** (Appendix B) will be completed and signed using the final scoring on the **Success Rubric**.

Any certified employee who receives a category rating of Improvement Necessary or Ineffective will be required to have a remediation plan in place. This Professional Support Action Plan (Appendix C) will be:

- Developed by the employee and the administrator;
- Designed for no longer than 90 school days;
- Designed to address deficiencies noted in the evaluation process;
- Developed utilizing the employee's license renewal credits in needed professional development activities;
- May be renewed for an additional 90 school days if needed.

Any certified employee who receives a rating of Ineffective may file a written request for a private conference with the Superintendent (or designee) not later than five (5) days after receiving notice of this category rating.

A certified employee who is identified by IDOE as negatively affecting student achievement and growth cannot receive a final rating of Highly Effective or Effective. For all other teachers, negative growth is identified as receiving a rating of 1 in three (3) of the six (6) items (not including the item on state and district standardized assessments) found under the Student Achievement, Performance, and Growth Domain on the teacher's completed **Success Rubric**.

The school principal, who is knowledgeable of the evaluation ratings of the certified staff is responsible for reviewing student grade level assignments each year and making any reassignments to ensure that no student will be instructed for two consecutive years by a certified employee who is rated as Ineffective. Should this situation be unavoidable, however, due to staffing needs, parents will be notified in writing of this as soon as it is determined.

**Documentation Required:**

- A signed and dated copy of the BCSC Summative Certified Employee Evaluation Scoring Sheet
- This scoring sheet must be sent to the Assistant Superintendent for Human Resources by June 30 each year.

## **APPENDIX A**

## **APPENDIX B**

## **APPENDIX C**

## **APPENDIX D**

## **APPENDIX E**

## **APPENDIX F**