

Ripley-Ohio-Dearborn
Special Education
Cooperative



Staff Evaluation and
Development Plan

Adopted 8/16/2022

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.

Evaluation Steps

Step 1 – Beginning-of-Year Conference (teacher's request or evaluator's discretion)

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 will collect evidence through a series of observations and conferences.

The following table indicates minimum requirements for observations:

Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Long for beginning staff (3 or fewer years at ROD) OR any staff member who was rated <i>Improvement Necessary or Ineffective</i> in the past 3 years	Minimum of 40 minutes	2 per school year (1 by March 31)	optional	optional	Within 7 instructional days	Evaluator's discretion
Long for veteran staff member (more than 3 years at ROD)	Minimum of 40 minutes	1 per school year (by Mar. 31). 2 nd if requested by staff member or assistant director/director	optional	optional	Within 7 instructional days	Evaluator's discretion
Short for all staff members	Minimum of 10 minutes	1 per school year	No	optional	Within 7 instructional days	Evaluator's discretion

Step 3 – Mid-Year Conference (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.

Step 4 – Teacher Effectiveness Rubric: Scoring

1. The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information. At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning and leadership.
2. The primary evaluator uses professional judgment to establish three final ratings in Planning, Instruction, and Leadership. After collecting evidence, the primary evaluator must use professional judgment to assess the staff member and assign a rating in each

competency within the first three domains. The final three domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the staff member, using the evidence collected to support the final decision.

3. The primary evaluator uses established weights to calculate one rating for domains 1-3. Each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3.

4. 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 Standards. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. 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.

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1-Planning		40%	
Domain 2-Instruction		40%	
Domain 3-Leadership		20%	

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 staff member's summative evaluation score will be based on **100% Rubric**

Weighting of Measures-

Rubric: 100%

Highly Effective: 3.5-4.0

Effective: 2.5-3.49

Improvement Necessary: 1.75-2.49

Ineffective: 1.0-1.74

Step 6: End-of-year summative evaluation conference –

The primary evaluator meets with the staff member 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. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the ROD Staff Evaluation Process.

Forms:

Beginning in 2018-2019, ROD will utilize the Pivot Evaluation software to complete all forms for evaluation including: Professional Learning Objectives, Growth Plans, Observations, and Evaluations. In addition, staff will have the option to upload any supporting documentation into Pivot. Pivot can be accessed by visiting the following site:

<https://rodspecialeducation.five-starpivot.com/login>

Appendix A –

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 (Form 5) is an optional form that can be used.

Appeal – A teacher who received a rating of ineffective may file a request for a private conference with the director 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 director.

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 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.

Compensation – A teacher rated ineffective or improvement necessary may not receive any raise or increment for the following year if the teacher’s employment contract is continued.

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 became 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 ineffective rating
2. Two 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