

TRI-TOWNSHIP CONSOLIDATED
SCHOOL CORPORATION

Certified Employee Evaluation Plan



2024-25

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Purpose

Tri-Township Consolidated School Corporation focuses on hiring and retaining highly qualified staff. Our mission is to guarantee that every student achieves high levels of learning and development.

Performance Level Ratings

Highly Effective: Highly effective staff 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.

Effective: Effective staff 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.

Improvement Necessary: Staff who are 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.

Ineffective: Ineffective staff 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.

Models and Evaluation Tools

Tri-Township Consolidated School Corporation adopted the RISE evaluation model as the instrument to be used to evaluate grade level and subject area teachers. The corporation adopted the Indiana Principal Effectiveness Framework developed by the Indiana Department of Education to evaluate principals within the corporation. Lastly, the corporation will use the Superintendent Evaluation Process developed by the Indiana School Boards Association and the Indiana Association of Public School Superintendents to evaluate the superintendent of the corporation.

All evaluations will be conducted annually for every certified employee, provide meaningful feedback on performance, and have a summative rating of either Highly Effective, Effective, Improvement Necessary, or Ineffective.

Trained Evaluators

Evaluators have been trained and will be used as follows:

Teachers/Counselor/Dean

Evaluator: Principal

Principal

Evaluator: Superintendent

Superintendent

Evaluator: School Board Members

Evaluators are assigned by the Superintendent. All evaluators have received RISE training. The Superintendent received evaluation training through ISBA and in turn trained the school board on the process.

Teachers

Certified Teachers will be evaluated

0-2 years of experience	3 or more years of experience	Any years Final Summative=Below effective
Short = 2 Extended = 2	Short = 2 Extended = 1	Short = 3 Extended = 2

A short observation is a minimum of 10 minutes and is not announced. No conferencing is required but a post observation meeting will be scheduled if there are areas of concern. A teacher must receive written feedback within two school days of a short observation.

An extended observation is a minimum of 40 minutes and it may be announced or unannounced.

Pre-Conferences-not mandatory but are scheduled by request of the teacher or evaluator.

Post-Conferences-mandatory and must occur within five school days of the extended observation.

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

- Planning
- Instruction
- Leadership

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher’s job. The Core Professionalism domain has four criteria:

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

Scoring

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator takes evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. The difference between evidence and judgment is highlighted in the examples below.

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference.

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference.

Planning 10%
Instruction 75%
Leadership 15%

Teacher Effectiveness Rubric = 100%

Core Professionalism = 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 at least one of the four indicators, he or she automatically has a 1 point deduction from the final score.

Counselor

Certified Counselors will be evaluated

0-2 years of experience	3 or more years of experience	Any years Final Summative=Below effective
Extended = 2	Extended = 1	Extended = 2

An extended observation is a minimum of 40 minutes and it may be announced or unannounced.

Pre-Conferences-not mandatory but are scheduled by request of the Counselor or evaluator.

Post-Conferences-mandatory and must occur within five school days of the extended observation.

The Counselor Effectiveness Rubric consists of four domains:

Academic Achievement
Student Assistance Services
Career Development
Leadership Level of Performance

Scoring

Evaluators are not required to score counselors after any given observation. However, it is essential that during the observation the evaluator takes evidence-based notes, writing specific instances of what the counselor and students said and did in the classroom/office. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. The difference between evidence and judgment is highlighted in the examples below.

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides counselors a good idea of their performance on competencies prior to the end-of-year conference.

At the end of the year, primary evaluators must determine a final, counselor effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference.

Academic Achievement 25%
Student Assistance Services 25%
Career Development 25%
Leadership Level of Performance 25%

Counselor Effectiveness Rubric = 100%

Dean

Certified Deans will be evaluated

At the beginning of the year, the dean and evaluator meet for a beginning-of-year conference.

This is an opportunity to discuss the dean's prior year performance and map out a plan for the year. Evaluators and deans should leave the conference with clarity on: The areas of practice that will be the focus for a dean's work and an evaluator's support throughout the year; and A plan for regular observation and feedback (with an understanding that the evaluator may visit unannounced as well).

Throughout the school year, the evaluator collects evidence, including two required direct observations and, preferably, numerous additional direct and indirect observations. Each of these observations is accompanied by feedback to the dean.

A strongly recommended but optional element of RISE is a mid-year conference. Held in the middle of the year, this is an opportunity for the evaluator and dean to meet to discuss performance thus far. Evaluators can prepare for this conference by reviewing observation notes and feedback to date.

In the spring, evaluators and deans meet for an end-of-year conference. This is an opportunity to review the principal's performance on all of the competencies of the Dean/Assistant Principal Effectiveness Rubric. It is important to note that, depending on when all the data necessary for assigning a summative rating are available, either the beginning-of-year or end-of-year conference will also serve as a summative conference. This is when the evaluator shares his/her summative rating of the dean, reviewing the dean's areas of strengths and development for the year.

The Dean Effectiveness Rubric consists of six domains:

- Mission & Vision
- Human Capital Management
- Professional Leadership
- School Leadership
- Professional Development
- Curriculum & Instructional Leadership
- Student Culture, Management, and Support Services

Scoring

At the end of the year, primary evaluators must determine a final, dean effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference.

- Mission & Vision 15%
- Human Capital Management 15%
- Professional Leadership 15%
- School Leadership 15%
- Professional Development 15%
- Curriculum & Instructional Leadership 10%

Student Culture, Management, and Support Services 15%

Dean Effectiveness Rubric = 100%

Principal

At the beginning of the year, the principal and evaluator meet for a beginning-of-year conference. This is an opportunity to discuss the principal's prior year performance and map out a plan for the year. Evaluators and principals should leave the conference with clarity on: The areas of practice that will be the focus for a principal's work and an evaluator's support throughout the year; and A plan for regular observation and feedback (with an understanding that the evaluator may visit unannounced as well).

Throughout the school year, the evaluator collects evidence, including two required direct observations and, preferably, numerous additional direct and indirect observations. Each of these observations is accompanied by feedback to the principal.

A strongly recommended but optional element of RISE is a mid-year conference. Held in the middle of the year, this is an opportunity for the evaluator and principal meet to discuss performance thus far. Evaluators can prepare for this conference by reviewing observation notes and feedback to date.

In the spring, evaluators and principals meet for an end-of-year conference. This is an opportunity to review the principal's performance on all of the competencies of the Principal Effectiveness Rubric. It is important to note that, depending on when all the data necessary for assigning a summative rating are available, either the beginning-of-year or end-of-year conference will also serve as a summative conference. This is when the evaluator shares his/her summative rating of the principal, reviewing the principal's areas of strengths and development for the year.

The Principal Effectiveness Rubric consists of six domains:

Human Capital Manager
Personal Behavior
Instructional Leadership
Building Relationships
Leading Indicators of Student Learning
Culture of Achievement

Scoring

At the end of the year, primary evaluators must determine a final, principal effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference.

Human Capital Manager 16%
Personal Behavior 16%
Instructional Leadership 17%
Building Relationships 17%
Leading Indicators of Student Learning 17%
Culture of Achievement 17%

Principal Effectiveness Rubric = 100%

Superintendent

The Board will review the Superintendent's performance no less than annually each year. The evaluation instrument shall be in accordance with the requirements of I.C. 20-28-11.5-1 et seq. The evaluation shall be completed by the Board no later than November 30 of any year.

- ❖ Step 1 The board and superintendent meet at the beginning of the evaluation period to establish the process percentages for the evaluation instrument and the superintendent's goals and/or performance objectives. The combined total must equal 100%, but the percentages of each are to be determined locally between the school board and the superintendent. Once established, the board president enters these percentages into the Superintendent Evaluation Process Excel Workbook "Percentages" worksheet.
- ❖ Step 2 The board president provides each member with a rubric score sheet. The superintendent delivers his or her performance portfolio to the board for their reference in completing the rubric score sheet.
- ❖ Step 3 The board president inputs the information into the "General Data" worksheet of the Superintendent Evaluation Process Excel Workbook. The board president collects the individual members' rubric score sheets and inputs their results into the "Rubric Indicator Summary" and "Supt. Goals and Objectives" worksheets in the Superintendent Evaluation Process Excel Workbook.
- ❖ Step 4 The board president prints the "Evaluation Summary" worksheet of the Superintendent Evaluation Process Excel Workbook. All board members sign the completed assessment.
- ❖ Step 5 The superintendent is presented with the evaluation summary a minimum of one week prior to the evaluation meeting with the school board.
- ❖ Step 6 The board and superintendent meet in executive session to provide clarification or ask any questions regarding the superintendent's performance. A copy of the evaluation is placed in the superintendent's file.

The rubric consists of 25 questions distributed within the six primary categories reflected in "Indiana Content Standards for Educators: School Leader – District Level." Each of the six categories has between two and six indicators that describe a specific performance to be evaluated. Next to each indicator, there are four performance descriptions: Highly Effective, Effective, Needs Improvement, and Ineffective, which describe varying levels of performance.

The board member reads the indicator and, after reviewing the objective evidence of performance provided by the superintendent in his or her annual performance portfolio, marks the appropriate level of performance on the corresponding Rubric Score Sheet.

The Superintendent's Evaluation Rubric consists of six categories:

Human Capital Management

Instructional Leadership

Personal Behavior

Building Relationships

Culture of Achievement

Organizational, Operational, and Resource Management

Superintendent Evaluation Rubric = 100%