

JOHN GLENN SCHOOL CORPORATION

Teacher Evaluation Plan

FALL 2022

John Glenn School Corporation puts students first by focusing on the individuals who most strongly influence student learning every day – our teachers. Our teachers are hard-working and devoted to the success of every student. To enhance the teaching-learning process, we support a fair, credible and accurate annual evaluation to differentiate teacher and principal performance, and to support their professional growth.

John Glenn School Corporation has subscribed to the Indiana Department of Education's model evaluation system named RISE. The John Glenn School Corporation's Teacher Evaluation Plan (JGSC-TEP) will:

- **Be Annual:** Every teacher, regardless of experience, will receive meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations will be student-focused. First and foremost, an effective teacher helps students make academic progress. JGSC-TEP includes a thorough evaluation system with multiple measures of teacher performance, and growth data as key measures.
- **Include Four Rating Categories:** JGSC-TEP is designed to identify our best educators. We expect all teachers to perform at their highest level. The JGSC-TEP will identify those teachers who are achieving the greatest success and will provide support to those who are new or struggling.

Evaluation Plan Components

The following components of the John Glenn School Corporation's Teacher Evaluation Plan (JGSC-TEP) fulfill the requirements of Indiana Code. Supporting documents and information to support the evaluation plan follow this overview. In addition, at the end of each section, the resources that give greater detail and clarity are listed.

Section I: Annual Evaluation

- **Annual Performance Evaluation for Each Certificated Employee**

JGSC-TEP provides for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4).

Resource E, F, G, H, I, J, K, L

Section II: Objective Measures of Student Achievement and Growth

- **Objective Measure of Student Achievement and Growth Significantly Inform all Certified Employee's Evaluations**

Information and an explanation of the weighting of student achievement in final summative evaluations and the protocol for including objective measures of student achievement and growth are found in the following resource – Resource A:18-23.

- **Evaluations of Employees Whose Primary Responsibility Is Teaching Tested Subjects will include Student Performance Results from State-Wide Assessments**

A detailed explanation of how student and school-wide growth data and other state-wide assessments are incorporated into the evaluation plan can be found in Resource A:21-23.

- **Methods of Assessing Student Growth in Evaluations of Employees Who Do Not Teach Tested Subjects**

Resource A:21-23 and C:4-61

- **Student Assessment Results From Locally Developed Assessments and Other Test Measures are in Evaluations of Certified Staff**

Resource A:19 and C:4-61

Section III: Rigorous Measures of Effectiveness

- **Rigorous Measures of Effectiveness, Including Observations and Other Performance Indicators**

Resource B:2-15, E,F, G:6-10, H, I, J and L

Section IV: Designation in Rating Category

Negative Impact on Student Learning: A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. 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 growth and achievement.
- For classes that are not measured by statewide assessments, negative impact to student growth shall be defined as a 25% or higher failure rate across a teacher's classes. This negative impact on student growth shall be determined by the primary evaluator. Additional data that may be considered will include, but are not be limited to, grades, classroom assessments, statewide and local testing, student performance, remedial efforts, and teacher documentation, etc.

- **A Summative Rating as either Highly Effective, Effective, Improvement Necessary, or Ineffective**
Resource A:6-7, B:2-15, E, F, G, H, I, J and L

- **A final summative rating modification if and when a teacher negatively affects student growth**

The JGSC-TEP requires that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. The evaluator shall discuss the evaluation with the certificated employee. IC 20-28-11.5-4(c) (4) and (6) Resource K:3

- **All evaluation components, including but not limited to student performance data and observation results are factored into the final summative rating. The rating percentages are as follows: (Principals - Group 4, Superintendent - Group 6, Teachers - Groups 1, 2 or 3, High School Athletic Director - Group 5)**

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
60.0%	70.0%	80.0%	60.0%	80.0%	60.0%
0.0%	5.0%	0.0%	20.0%	0.0%	0.0%
10.0%	5.0%	20.0%	20.0%	20.0%	0.0%
School-Wide Learning Measure	10.0%	5.0%	20.0%	20.0%	0.0%
District-Wide Learning Measure	0.0%	0.0%	0.0%	0.0%	20.0%
Individual Growth Model	30.0%	20.0%	0.0%	0.0%	0.0%
Goals & Objectives	0.0%	0.0%	0.0%	0.0%	20.0%

Resource A:21 – 23, D, E, F, G:11, H, I, J, and L

Evaluation Feedback

- **Recommendations for Improvement and the time in which improvement is expected**

The JGSC-TEP includes an explanation of the evaluator’s recommendations for improvement and provides evaluators and certified staff the responsibility to collaborate and set a schedule in which improvement is expected.

Resource D

Evaluation Plan Discussion

- **Process for ensuring the evaluation plan is in writing and explained to governing body**

At the first school board meeting held in September each year, the Superintendent will review the evaluation plan with School Board members to ensure a comprehensive understanding of the evaluation process. In addition, Superintendent will provide a copy of the evaluation instrument to each board member and maintain a copy in the Administration Office for public review.

- **Superintendent will discuss evaluation plan with teachers or teachers’ representative before meeting with governing body**

The Superintendent will meet with the John Glenn Education Association at the first regularly scheduled Discussion Group meeting in August of each year to review the evaluation plan, before presenting said plan to the School Board. The Evaluation Plan will then be presented to the School Board of Trustees at a subsequent public board meeting.

Section V: Evaluators

- **Only individuals who have received training and support in evaluation skills may evaluate certified employees**

- John Glenn Administrators will serve as evaluators and will be trained by approved providers (e.g. NIESC, DOE, etc.). *Teachers are not used as evaluators at John Glenn School Corporation.*

Resource A, D, and K

- **Teachers acting as evaluators 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.** *Teachers are not used as evaluators at John Glenn School Corporation.*

Resource A, D, and K

The JGSC-TFP requires that a teacher who is rated as ineffective or improvement necessary shall receive a remediation plan and professional development requirements from his/her administrator.
Resource B, D, and K: 5

Remediation plans assigned to teachers rated as ineffective or improvement necessary

- Resource D and K: 4
 - No pre- or post-conference
 - Short observations are all unannounced
 - No lesson plan is submitted unless requested
 - Written feedback (report from Standard for Success) will be given within two school days
- Expectation on Short Observation (10 minute minimum; minimum one per year)
 - No pre- or post-conference
 - Short observations are all unannounced
 - No lesson plan is submitted unless requested
 - Written feedback (report from Standard for Success) will be given within two school days
- Expectation on Long Observation (40 minute minimum; minimum one per year)
 - Beginning of the year group pre-conference
 - Individual pre-conference only as needed
 - First Long observation will be announced
 - Other Long observations can be announced or unannounced –discretion of the administrator
 - Require a lesson plan (if unannounced lesson plan turned in within 24 hours)
 - Post-observation conference and feedback/report from evaluator within 5 school days.
 - It is up to the individual administrator if the teacher fills out the post-observation form.

All evaluated employees receive completed evaluation and documented feedback within five business days from the completion of the evaluation

- Ongoing Training for Evaluators
 - Ongoing training is provided during annual administrator retreats and at monthly administrative meetings.

Section VI: Feedback and Remediation Plans

- All evaluators receive training and support in evaluation skills
 - Resource D, and K

Section VI: Feedback and Remediation Plans (Continued)

- **Remediation plans include the use of employee's license renewal credits**

The JGSC-TEP requires that the evaluator and the certificated employee 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 remediation plan must require the use of the certificated employee's license renewal credits (or PGPs) in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation.

Resource K: 5

- **Means by which teachers rated as ineffective can request a private conference with the Superintendent**

The JGSC-TEP requires that a teacher who receives a rating of ineffective may file a written request for a private conference with the superintendent or the superintendent's designee not later than five (5) school 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.

Resource K: 5

Section VII: Instruction Delivered by Teachers Rated Ineffective

- **The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective**

As cited in IC 20-28-11.5-7, the JGSC-TEP requires that 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 it is not possible to comply with this, John Glenn School Corporation 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 in writing before the start of the second consecutive school year.

Resource K: 5

- **The procedures established to communicate to parents when student assignment to consecutive teachers as rated as ineffective is unavoidable**

The parent must be notified in writing before the start of the second consecutive school year.

Resource K: 5

Section VIII: Teacher Appreciation Grant Policy

The John Glenn School Corporation has introduced a policy to address distribution of the Teacher Appreciation Grant to all teachers rated Effective or Highly Effective. Teachers who are rated Highly Effective will receive 25% more than those teachers rated Effective. The stipend awarded to teachers rated Effective or Highly Effective will be paid in a lump-sum amount and will not be added to teachers' base salary. In addition, stipend amounts will not be differentiated between buildings.

Resource M.

Resources Used in John Glenn School Corporation's Teacher Evaluation Plan

- Resource A: RISE Evaluation and Development System – Evaluator and Teacher Handbook Version 2.0
- Resource B: RISE Evaluation and Development System – Indiana Teacher Effectiveness Rubric 2.0
- Resource C: RISE Evaluation and Development System – Student Learning Objectives Handbook 2.0
- Resource D: Standard for Success
- Resource E: Special Education Indiana Teacher Effectiveness Rubric
- Resource F: Professional School Counselor Effectiveness Rubric
- Resource G: Principal Effectiveness Rubric
- Resource H: Association of Indiana School Library Educators School Librarian Evaluation Rubric
- Resource I: Rubric for Evaluating and Enhancing Professional Practice: Designed Primarily for School Psychologists
- Resource J: Rubric for Evaluating and Enhancing Professional Practice: Designed Primarily for Speech Language Pathologists and Speech Language Pathology Assistants
- Resource K: John Glenn School Corporation – Teacher Evaluation Plan (JGSC-TEP)
- Resource L: John Glenn School Corporation – Superintendent Effectiveness Rubric

Resource A

RISE Evaluation and Development System:
Evaluator and Teacher Handbook Version 2.0

Following this page is the

Evaluator and Teacher Handbook

Version 2.0

Resource B

RISE Evaluation and Development System: Indiana Teacher Effectiveness Rubric 2.0

Following this page is the
Indiana Teacher Effectiveness Rubric 2.0

Resource C

RISE Evaluation and Development System:
Student Learning Objectives Handbook 2.0

Following this page is the
Student Learning Objectives Handbook 2.0

Resource D

Standard for Success

Use the link below to access this document

<http://www.standardforsuccess.com>

This is a website used for data input of all evaluations.

Resource E

Special Education Indiana Teacher Effectiveness Rubric

Following this page is the
Special Education Indiana Teacher
Effectiveness Rubric
(22 pages)

Resource F

Professional School Counselor Effectiveness Rubric

Following this page is the
John Glenn School Corporation
Professional School Counselor Effectiveness Rubric
(9 pages)

Resource G

Principal Effectiveness Rubric

Following this page is the Principal Effectiveness Rubric

Resource H

Association of Indiana School Library Educators School Librarian Evaluation Rubric

Following this page is the
School Librarian Evaluation Rubric

Following this page is the
Rubric for Evaluating and Enhancing
Professional Practice:
Designed Primarily for School Psychologists
(7 pages)

Rubric for Evaluating and Enhancing
Professional Practice:
Designed Primarily for School Psychologists

Resource I

Resource J

Rubric for Evaluating and Enhancing Professional Practice: Designed Primarily for Speech Language Pathologists And Speech Language Pathology Assistants

Following this page is the

Rubric for Evaluating and Enhancing
Professional Practice:
Designed Primarily for
Speech Language Pathologists
And
Speech Language Pathology Assistants
(18 pages)

Resource K

John Glenn School Corporation
Teacher Evaluation Plan (JGSC-TEP)

Refer to pages 2 – 6 of this document

Resource L

John Glenn School Corporation Superintendent Effectiveness Rubric

