



South Montgomery Community School Corporation Evaluation and Development System

All certificated employees who have primary classroom duties will have annual evaluations using the SMSC Modified RISE Evaluation and Development System. There is one major component in the evaluation plan: 1) Professional Practice. This component consists of three domains that make up a final summative rating. After a final summative rating is achieved, professionalism is considered. It is assumed that all teachers will meet the standard for professionalism. If a teacher has shown a pattern of not meeting the standard of professionalism, he or she may have the final summative rating reduced by up to one point. The reduction will take place only after other efforts to support the teacher in meeting the standard for professionalism have occurred. Based on the final summative rating, teachers are put into one of four rating categories; Highly Effective, Effective, Improvement Necessary, or Ineffective.

1. EVALUATORS

It is the evaluators' responsibility to carry out all components of the evaluation system with fidelity, including annual evaluations for all certificated employees. The principal is chiefly responsible for evaluating a teacher as the primary evaluator. All evaluators receive training and support in evaluation skills.

2. SUMMATIVE EVALUATION

Presently, teachers with direct teaching responsibilities will use the following percentages to determine a Final Summative Rating: RISE 3.0 Teacher Effectiveness Rubric = 100%

3. PROFESSIONAL PRACTICE

Professional Practice is measured using the RISE 3.0 Rubric (not modified). The rubric has three key domains: Domain 1: Planning, Domain 2: Instruction, Domain 3: Leadership

The three domains are evaluated through a series of observations and conferences throughout the year. Core Professionalism is not included as a domain and represents four non-negotiable aspects: 1) Attendance, 2) On-time arrival, 3) Policies and Procedures, and 4) Respect. Core Professionalism is assumed and expected, and because of this expectation Core Professionalism only has a negative impact on the final summative evaluation if a teacher does not meet the standard.

A final summative rating may also be reduced if a teacher has been determined to negatively affect student growth.

In any case where the final summative rating is reduced based on a teacher's negatively affecting student growth or based on not meeting the standard for Core Professionalism, the teacher will be notified in advance and provided support to remediate the concern(s).

A final Teacher Effectiveness Rubric, or TER, final rating will be determined using the following percentages:

	Rating	Rating Weight	Weighted Rating
--	--------	---------------	-----------------

Domain 1: Planning	3.00	10%	.10 x 3.00 =0.30
Domain 2: Instruction	3.00	75%	.75 x 3.00=2.25
Domain 3: Leadership	3.00	15%	.15 x 3.00 = 0.45
Final Summative Evaluation Score			3.00

4. CLASSROOM OBSERVATION AND FEEDBACK GUIDELINES

Observation Type	Announced	Min. Length	Min. Frequency	Pre Conference	Post Conference	Written Feedback
Extended	Optional	40 min	2/yr	Optional	Yes	Within 5 school days
Short	Unannounced	10 min	3/yr		Only if areas of concern are noted or as requested	Within 2 school days

Evaluators may choose to observe teachers through additional extended and short observations. All will have, at minimum, two extended and three short observations. If either the teacher or evaluator is absent during any of the above timeframes, the time period will be extended by the number of the school days of the absences. If more observations are needed to gather evidence, additional observations will take place. Teachers may request additional observations. It is expected that a struggling teacher will receive observations above and beyond the minimum number required by RISE. This may be any combination of extended or short observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a professional development plan. All teachers will have an end of year conference with their evaluator.

During the conference, the teacher must be presented with written and oral feedback from the evaluator. This written feedback may include evidence notes taken during the time in the classroom.

5. DESIGNATION IN RATING CATEGORY/FINAL SUMMATIVE RATING

Each evaluated employee in the South Montgomery Community School Corporation will receive a final summative rating based on Professional Practice (RISE 3.0 Teacher Effectiveness Rubric). There are four summative ratings which match the four categories required in statute:

- Highly Effective:** Consistently exceeds expectations for professional practice, student achievement and professional contribution to the school or corporation.
- Effective:** Consistently meets expectations for professional practice, student achievement and professional contribution to the school or corporation.
- Improvement Necessary:** Room for growth in professional practice, student achievement and professional contribution to school or corporation.
- Ineffective:** Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation.

A teacher who has been rated as Ineffective may request a private conference with the superintendent or superintendent's designee. The procedure for this request is detailed for the teachers in IC 20-28-11.5-6, and requires the teacher to contact the superintendent or superintendent's designee in writing with the request within five school days of receiving written documentation from the evaluator at the final summative conference.

The chart shared here is provided as an example. The measure of professional practice (TER rating) accounts for 100% of the final summative rating and Core Professionalism is considered and included after the final summative rating is determined. Core Professionalism is expected, and it is assumed that all teachers will meet this standard. In the event a teacher does not meet the Core Professionalism standard the final summative rating will be reduced by up to one point. Circumstances related to the event or events leading to the teacher not meeting the Core Professionalism standard will be shared with the teacher who will be given support to meet the standard. Circumstances related to the event or

events leading to the teacher not meeting the Core Professionalism standard will be considered when deciding the extent of the negative impact on the final summative rating – a deduction of 0.1 through 1 point.

	Rating	Rating Weight	Weighted Rating
Domain 1: Planning	3.00	10%	.10 x 3.00 =0.30
Domain 2: Instruction	3.00	75%	.75 x 3.00=2.25
Domain 3: Leadership	3.00	15%	.15 x 3.00 = 0.45
Final Summative Evaluation Score			3.00
Core Professionalism	Meets Standard	NA	0
	Does Not Meet Standard		(-0.1 through -1.00)
Final Score Incorporating Core Professionalism			3.00 (2.99 – 2.00)

Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. The summative evaluation report in SFS will guide this conversation. The summative conference may occur at the end of the school year in the spring, or when teachers return in the fall, depending on the availability of data for the individual teacher. One (1) is the lowest score a teacher can receive in the RISE system. If, after deducting up to 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.

Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

NOTE: Borderline points always round up to the nearest hundredth.

Pursuant to IC 20-28-11.5, a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective. Negative impact on student growth shall be defined where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Data points shall include multiple measures of achievement and growth and may include achievement and growth in NWEA, percentage of students passing local, State or national assessments and/or percentage of students receiving high school course credit or dual credit. At SMCSC, a rating of Ineffective will also define a teacher who is negatively impacting student achievement. If a teacher is struggling and is at risk of being rated as Ineffective or Improvement Necessary, the evaluator and the teacher will develop a professional growth plan immediately to correct the documented deficiencies in the evaluation. Employees will be responsible for and must keep track of any credit/licensure work or professional growth points earned once the remediation plan is developed.

A final summative rating may be modified *if and when a teacher has been determined to negatively affect student growth two consecutive years based on multiple measures of growth.*

Procedures are in place to avoid situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective. If unavoidable, the building principal will communicate to parents when a student is assigned to consecutive teachers rated as ineffective. The principal will make weekly observations of the classroom and continue to work with the teacher on the professional growth plan that has been established. If the teacher does not make the necessary improvements, due process will be executed to reassign or remove the teacher.

Special Circumstances and Effects on Summative Evaluations

Teachers on an approved Leave of Absence for more than 120 instructional days will receive an “incomplete” final summative rating to be completed and finalized the following year.

6. QUALITY ASSURANCE/ PROFESSIONAL GROWTH PLANS

Any teacher who is rated “Ineffective” or “Improvement Necessary” at the final summative evaluation must be put on a Professional Growth Plan. Additionally, any teacher who is at risk of having an “Ineffective” or “Improvement Necessary” rating may be put on a Professional Growth Plan at any time. The Professional Growth Plan is developed with the evaluator. Teachers who are on a Professional Growth Plan may be able to apply such professional growth opportunities toward license renewal credits. For more information, visit the Indiana Department of Education website, Licensing, Professional Growth Plan.

The Superintendent will be notified by the principal of all teachers with Professional Growth Plans, and a timeline of observations and conferences for each teacher will be submitted as well. Teachers on a Professional Growth Plan will also have their student data closely monitored, with an expectation of improved student performance as a result.

The recommendation to cancel the contract of a teacher for the grounds of “Incompetency” in accordance with these guidelines shall not be made if the teacher has not been given the opportunity to improve through the development of an improvement plan to correct the deficiency(ies).

Prior to ninety (90) school days on a Professional Growth Plan, the following may occur: The teacher may be released from the Professional Growth Plan, the plan may be revised and then extended, or the Principal may begin the process of teacher contract cancellation.

7. PROCESS FOR TRACKING DATA AND MANAGING DOCUMENTATION

The office of the Superintendent will monitor each teacher by school annually with the following table:

Teacher	School	Final Summative Evaluation Rating

In addition, the Superintendent’s office will enter the following data for teachers’ points for evaluation, experience and instructional leadership. The attainment of an additional degree from a licensed institution will also be taken into account in the teacher compensation model.

A copy of this data will be submitted to the Board annually. IC 20-28-11.5-7 also requires that students do not receive instruction from ineffective teachers two years in a row. In such a situation the principal will communicate to those parents such a situation has occurred.

Discussed: 8/13
Discussed: 9/14
Discussed: 9/15
Discussed: 9/16
Discussed: 7/17
Discussed: 8/18
Discussed: 8/19
Updated to RISE 3.0 and Discussed with SMCEA: 7/27/20
Board Approved RISE 3.0: 8/10/20