

**MSD of Boone Township
Staff Performance Evaluation Plan**



2024-2025

School Corporation Number: 6460

307 South Main Street

Hebron, IN 46341

Introduction

The primary purpose of the Performance Evaluation Plan is to promote continuous improvement in instruction for each of our students. The Performance Evaluation Plan outlines the process and identifies the documents that will be used throughout the evaluation process. Communication between teachers and evaluators is an essential component in the success of realizing continuous professional growth. This communication will identify the needs for individual and collective professional development programs, recognize high quality teaching performance, and inform recommendations related to current and future job status.

Definitions of Certified Staff Types

- **Probationary Teacher**
A teacher who has not been employed by MSD of Boone Township for two full contract years.
- **Established Teacher**
A teacher employed by MSD of Boone Township who is beginning their third full contract year.
- **Professional Teacher**
A Probationary Teacher earns a Professional status after a combination of three (3) Effective or Highly Effective ratings are earned within any five (5) year period. Professional status is lost and the teacher becomes a Probationary Teacher after one (1) Ineffective rating.
- **Guidance Counselor**
The Guidance Counselor is a certificated employee who assists students in areas of academic achievement, personal or social development, and career exploration so that each student can identify personal goals, strengths, weaknesses, and interests and grow to become a well-adjusted and productive adult.
- **Athletic Director**
The Athletic Director is a certificated employee who oversees all aspects of the athletic programs associated with the school district.
- **School Principal**
The School Principal serves as the educational leader and chief administrator for the school building within the district. The School Principal is the evaluator of each certificated employee within their designated school building.
- **Superintendent**
The Superintendent serves as the Chief Executive Officer and Chief School Administrator for the District. The Superintendent is the evaluator of each School Principal and/or certificated administrator within the school district.

General Evaluation Plan Procedures

- The MSD of Boone Twp. evaluation instrument and evaluation procedures shall be provided to each newly employed teacher and made available to each teacher online.
- Evaluators have and will continue to receive training on all aspects of the Framework for Teaching model. New evaluators are trained by the superintendent and mentor principal before observations can begin.
- All observations, written evaluations, conferences, classification of staff members and proposed improvement plans are completed by the teacher's or certificated staff member's building principal, also described as the evaluator.

Classroom Observations (Teachers, Counselors and Athletic Director)

- Building administrators will conduct, at minimum, two (2) observations for each classroom teacher per school year.
- Each Classroom observation shall be shared with teachers within five (5) working days of an observation. The teacher or the building principal may request a conference to discuss the outcome.
- Walk-throughs or other informal non-scheduled observations, without conferences, may be conducted at any time. However, any concerns of the building principal shall be communicated to the teacher either in writing or in a conference.
- All observations shall be conducted by the building principal.
- After an evaluator is assigned to perform a certificated employee's evaluation, the certificated employee may request the school corporation to assign an evaluator other than the evaluator assigned to perform the certificated employee's evaluation. (IC 20-28-11.5-4e)
- At minimum, two (2) observations will count toward a teacher's summative evaluation, however any other formal observation, walk-through or informal observation may count toward a teacher's summative evaluation at the building principal's discretion.

How is the "Performance Evaluation Plan" communicated to stakeholders?

The superintendent annually reviews the "Staff Performance Evaluation Plan" through informal discussions with the Professional Educators of Porter County (PEPC) AFT Local #4852. These discussions will be conducted before the monthly school board of trustees meeting in September each school year. Members of PEPC-AFT Local #4852 may offer suggestions for alterations of this plan. The superintendent may take these suggestions under consideration for revision. IC 20-28-11.5-4 states that the plan must be in writing and discussed with the teachers or the teacher's representative but is not subject to bargaining.

The MSD of Boone Township School Board of Trustees will then, at the monthly September public meeting, hear highlights of the contents within the plan for each certificated employee by the superintendent. Each member of the school board will receive a copy of this "Staff Performance Evaluation Plan" as an attachment in the September board packet for review before the public meeting. The school board will also have an opportunity to ask any clarifying questions regarding the contents within the plan at this public meeting held in September.

Who are the “evaluators” and how are they trained?

An “evaluator” is an individual that conducts staff performance evaluations for certified employees. The building principal is the educational leader, evaluator and chief administrator of the building in which they are assigned. Teachers, Counselors and the Athletic Director will not serve as instructional evaluators at the MSD of Boone Township. Evaluations will only be conducted by the building principal for these certified employees.

As a team the building principals review the Framework for Teaching rubrics each year. Training is conducted by the superintendent annually to review target components, observation best practices and to ensure consistency with the evaluation process. When available, building principal’s, along with the superintendent, will attend off site training regarding best practices in observation, feedback and evaluation.

The superintendent is the “evaluator” or observer of the building principals. The superintendent will attend any relevant training annually as it pertains to the “School Leader Evaluation” tool. The school board of trustees will undergo training of the superintendent evaluation process by the Indiana School Boards Association (ISBA). A team member of ISBA may assist the board with this process on an annual basis.

How Does the Evaluation Plan work?

Annually, each teacher and certified employee will receive a teacher effectiveness rating of Highly Effective, Effective, Improvement Necessary, or Ineffective by the school principal. The school principals will receive a rating by the superintendent. The superintendent will be rated by the School Board of Trustees. Evaluations for ALL certified employees will be completed annually using the following instrument:

- Teachers: A Framework for Teaching (Danielson Model)
 - See Appendix A
- Counselors: A Framework for Teaching (Danielson Guidance Counselor Model)
 - See Appendix B
- Athletic Director: Athletic Director Evaluation Instrument (Locally Designed)
 - See Appendix C
- Principals: Modified Indiana RISE Model
 - See Appendix D
- Superintendent: ISBA Superintendent Evaluation
 - See Appendix E
- Certified Staff Support and Intervention
 - See Appendix F

A Framework for Teaching

The four domains from Charlotte Danielson's *A Framework for Teaching* which include Planning and Preparation, the Classroom Environment, Instruction and Professional Responsibilities will be used as a tool to collect evidence through formal classroom observations, observations outside the classroom and artifacts gathered by the administrator or provided by the teacher.

Formal Classroom Observations

Formal classroom observations may be either scheduled or unscheduled and provide evidence of the effectiveness rating. The observer will be in the classroom collecting evidence of instructional practice. During the observation the observer can collect student and teacher evidence for any component within the four domains. After the observation, observers may request artifacts and/or schedule a time to meet. Teachers will view the evidence collected and may request evidence be added or removed. The observer will review the request and make a determination.

Observation outside the classroom

Teachers can be observed in the settings outside the classroom. Examples of observations outside the classroom setting can include a teacher mentoring another teacher, a teacher receiving mentoring, participation in professional learning communities, staff meetings or parent meetings.

Artifacts

To gain a better understanding of the depth of teachers work, artifacts can be submitted by the teacher or requested by the building principal conveying the range of classroom strategies and behaviors, planning and preparation, reflecting on teaching, or demonstrating collegiality and professionalism. Artifacts can include but are not limited to, lesson plans, assignments, scoring rubrics, documentation of professional development attended or delivered, documentation of adherence to corporation and school rules and procedures, and documentation of participation in corporation and school initiatives.

When will a teacher be evaluated?

Each year all teachers and certificated staff members will be assigned a summative evaluation and receive a summative evaluation rating which has been conducted by the school building principal. This summative evaluation rating will include, at minimum, two (2) observation ratings along with any other observations that the building principal deems necessary to include.

How will a teacher be evaluated?

Teachers will be observed by their building principal and scored according to Danielson's *Framework for Teaching* rubric. See Appendix A which outlines the Danielson *Framework for Teaching* rubric.

After all observations for the school year are completed, component scores will be averaged within each domain, with scores at:

- Highly Effective- 4 points
- Effective- 3 points
- Developing- 2 points
- Ineffective-1 point

Domain Scoring

Domain 1: Planning and Preparation will be worth 25% of a teacher's total evaluation.

Domain 2: The Classroom Environment will be worth 25% of a teacher's total evaluation.

Domain 3: Instruction will be worth 25% of a teacher's total evaluation.

Domain 4: Professional Responsibilities will be worth 25% of a teacher's total evaluation.

Teachers will then be rated according to the established summative evaluation categories and numerical rubric below:

- Highly Effective: 3.50-4.0
- Effective: 2.50-3.49
- Needs Improvement: 1.50-2.49
- Ineffective: 0-1.49

Definitions of Performance Categories

- **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 reasonably 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 reasonably 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 reasonably 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 reasonably 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.

How will a teacher receive their annual evaluation?

A teacher will receive a tentative final evaluation rating and evidence prior to the evaluation conference with the principal within seven (7) business days from the completion of the evaluation. During the conference, the building principal shall review the rating evidence with the teacher and provide the teacher time to respond with additional evidence and questions. Following the evaluation conference, the evaluator shall validate the rating or modify the rating based on additional evidence and information from the evaluation conference. A final copy of the evaluation form shall be given to the teacher after the evaluation conference and the teacher may reply in writing, within five (5) business days if desired. Such replies shall be included in personnel records along with the completed evaluation.

Summative (Final) Evaluation

- Teachers rated as Highly Effective or Effective will receive any stipend or salary increase as contracted and agreed upon with the Professional Educators of Porter County (PEPC) AFT Local #4852. This also includes Teacher Appreciation Grant (TAG) monies available according to school district policy 3220.01.
- Teachers rated Ineffective or Improvement Necessary by an evaluation conducted under IC 20-28-11.5 will not receive any stipend or salary raise, increment, or increase in the following year. This also includes Teacher Appreciation Grant (TAG) monies available according to school district policy 3220.01.

Final Performance Determinations

A recommendation to the Board of Education to cancel a teacher contract will be made according to the following criteria:

- **Probationary Teachers**
Ineffective rating or two (2) consecutive Improvement Necessary ratings
- **Established Teachers**
If the teacher receives two consecutive Ineffective ratings or if the teacher receives an Ineffective or Improvement Necessary rating in three (3) years of any five (5) year period.
- **Professional Teachers**
Three (3) Improvement Necessary ratings within any five (5) year period.

Appendix F

Certified Staff Support and Intervention

Certified Staff Support and Intervention

MSD of Boone Township strives to provide the very best educational experiences for all teachers and students. Before teachers are in need of support in the classroom and prior to a building administrator having concerns regarding a teacher's professional practice, classroom management, classroom performance, student achievement and growth, or professional growth plan progress, the administrator should put the following supportive measures in place to help all teachers succeed and maximize student success in every classroom.

New Teachers

At the beginning of every school year, all new (to teaching and to the district) teachers will be paired with an experienced teacher (mentor)(*AGI*) who is willing and capable of providing support and guidance to the new teacher through their entire first year of teaching. The primary role of the mentor is to provide the new teacher with a non-threatening resource for answering questions and to offer the new teacher guidance with classroom instruction and management. The mentor will periodically check-in with the new teacher to see how things are going and to offer support to the new teacher when needed. New teachers should also communicate with their mentor to let them know how things are going on a regular basis!

The Building administrator will conduct their first informal classroom observation with all new teachers within the first 30 days of the start of each school year (*AG3*). The intent of this informal observation is to provide an opportunity for the administrator to establish a positive relationship with the new teacher, monitor the teacher's classroom skills and to provide support for the new teacher. In addition, this opportunity, if needed, affords the administrator an opportunity to provide constructive feedback and offer suggestions on improving classroom instruction early in the school year. Early intervention affords new teachers greater opportunities for success in the classroom. A second informal classroom observation should be scheduled and completed within 45 days after the first observation date. This follow-up observation provides the administrator an opportunity to see if progress has been made and to offer the teacher additional feedback if needed.

The administrator should schedule a meeting with the teacher after each classroom observation to discuss the observation outcomes with the new teacher.

Help for the teacher could be provided through any of the following:

- Peer/mentor coaching
- Classroom observations and follow-up reflection conversations
- Internal or external professional development (PD) in a specific area of instruction
- Direct instruction by the administrator

If after several (3-4) classroom observations, follow-up discussions with the teacher and multiple efforts to provide help for the struggling teacher have failed and there continues to be a need for improvement in the defined deficiency, the following will occur:

- A written summary documenting previous efforts and the support that has been provided and that clearly defines:
 - a. The area in need of improvement

- b. What the expectations are
- c. The timeframe in which improvement is expected
- d. The ramifications of what will happen if no improvement is made

This written document shall be signed by the teacher acknowledging receipt of the written document. Both the teacher and the administrator shall receive a signed copy. If the teacher refuses to sign the document, the administrator must write “refused to sign” on the signature line.

- A formal written Improvement Plan may be initiated that clearly defines:
 - a. The area in need of improvement
 - b. What the expectations are
 - c. The timeframe in which improvement is expected
 - d. The ramifications of what will happen if no improvement is made

This written document shall be signed by the teacher acknowledging receipt of the written document. Both the teacher and the administrator shall receive a signed copy. If the teacher refuses to sign the document, the administrator must write “refused to sign” on the signature line.

- There may be an administrative referral into the Employee Assistance Program (**AG2**)
- As a last resort and after the appropriate measures listed above have been exhausted, a formal written letter of reprimand may be issued:
 - a. Listing previous efforts and conversations regarding interventions
 - b. Clearly defining the area(s) in which improvement is needed
 - c. What the expectations are and the timeframe for accomplishing this
 - d. Containing a job jeopardy clause: “Continuation of this behavior or a lack of improvement in a given area will result in further disciplinary action up to and including termination of employment from MSD of Boone Township

This written document shall be signed by the teacher acknowledging receipt of the written document. Both the teacher and the administrator shall receive a signed copy. If the teacher refuses to sign the document, the administrator must write “refused to sign” on the signature line.

Established Teachers

Building administrators will conduct two (2) formal observations for each classroom teacher per school year. The first formal classroom observation for all teachers will occur within one hundred twenty (120) days of the start of each school year (**AG3**). The intent of this formal observation is to provide an opportunity for the administrator to establish a positive relationship with the teacher, monitor the teacher’s classroom skills and to provide support for the teacher if needed. In addition, this opportunity affords the administrator an opportunity to provide constructive feedback and offer suggestions on improving classroom instruction early in the school year. Early intervention affords teachers greater opportunities for success in the classroom. A second classroom observation will be scheduled and completed within 45 days after the first observation date. This follow-up observation provides the administrator an opportunity to see if progress has been made and to offer the teacher additional feedback if needed.

The administrator should schedule a meeting with the teacher after each classroom observation to discuss the observation outcomes with the teacher.

Help for the teacher could be provided through any of the following:

- Peer/mentor coaching
- Classroom observations and follow-up reflection conversations
- Internal or external professional development (PD) in a specific area of instruction
- Direct instruction by the administration

If after several (3-4) classroom observations, follow-up discussions with the teacher and multiple efforts to provide help for the struggling teacher have failed and there continues to be a need for improvement in the defined deficiency, the following may occur:

- A formal written Improvement Plan may be initiated that clearly defines:
 - a. The area in need of improvement
 - b. What the expectations are
 - c. The timeframe in which improvement is expected
 - d. The ramifications of what will happen if no improvement is made

This written document shall be signed by the teacher acknowledging receipt of the written document. Both the teacher and the administrator shall receive a signed copy. If the teacher refuses to sign the document, the administrator must write “refused to sign” on the signature line.

- There may be an administrative referral into the Employee Assistance Program (**AG2**)
- As a last resort and after the appropriate measures listed above have been exhausted, a written letter of reprimand may be issued:
 - a. Listing previous efforts and conversations regarding interventions
 - b. Clearly defining the area(s) in which improvement is needed
 - c. What the expectations are and the timeframe for accomplishing this
 - d. Containing a job jeopardy clause: “Continuation of this behavior will result in further disciplinary action up to and including termination of employment from MSD of Boone Township

This written document shall be signed by the teacher acknowledging receipt of the written document. Both the teacher and the administrator shall receive a signed copy. If the teacher refuses to sign the document, the administrator must write “refused to sign” on the signature line.

References:

AG1: Administrative Guidelines: 3125 – Mentor Program for Probationary Teachers

AG2: Administrative Guidelines: 3170B – Employee Assistance Program

AG3: Administrative Guidelines: 3220 – Staff Evaluation

IC 20-28-11.5-6: Completed Evaluation, Remediation Plan and Conference with Superintendent

1. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.
2. If a certificated employee receives a rating of ineffective or improvement necessary, as determined by the school corporation, the evaluator and the certificated employee shall 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 in professional development activities intended to help the certificated employee achieve an effective rating, as determined by the school corporation, on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.
3. A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) 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

IC 20-28-11.5-7: Instruction by Teacher Rated Ineffective

1. This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-5-2 (for a school year ending before July 1, 2018), and IC 20-32-5.1 (for a school year ending after June 30, 2018).
2. A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.
3. If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (2) applies to the teacher.

Appendices

Table of Contents

Appendix A: A Framework for Teaching (Danielson Model)

Teaching Staff Rubric

Appendix B: A Framework for Teaching (Danielson Model)

Guidance Counselor Rubric

Appendix C: Athletic Director Evaluation Instrument

Locally Developed

Appendix D: School Leader Modified RISE Model

School Principal Rubric

Appendix E: ISBA Superintendent Evaluation

Indiana School Boards Association

Appendix F: Certified Staff Support and Intervention