HANOVER COMMUNITY SCHOOL CORPORATION

Performance Evaluation Plan
2025-2026

Making a Difference…Realizing Potential

Hanover Community School Corporation Performance Evaluation Plan
Table of Contents Introduction

Introduction

The primary purpose of the Performance Evaluation Plan is to promote continuous improvement in instructional practices that advance student achievement. This evaluation plan will identify both strengths and/or needs of professional staff, recognize
high-quality teaching performance, inform instructional practice and relevant professional development, and inform recommendations relative to the Hanover Community School Corporation's current and future job status.

System Overview

The Hanover Community Schools' performance-based evaluation components include the following: Section 1: The Teacher Observation/Evaluation Process contains:

1. The Instructional Effectiveness Rubric
2. The Instructional Effectiveness Instrument
3. The Teacher Instructional Effectiveness Score Matrix
4. The Teacher Instructional Effectiveness Rating
5. The Instructional Effectiveness Observation (Evaluation Protocol) Section 2: Appendices

1. Teacher/ Administrator Development Plan Form
2. Evaluation Frameworks and Summaries
3. Teacher Appreciation Grant Distribution
4. Written Request for Private Conference Form

Evaluation Plan Discussion

The finalized yearly evaluation plan will be presented at a public board meeting and approved by the Hanover Community School board. IC 20-28-11.5-4 (f)(1) IC 20-28-11.5-4 (f)(2) Building-level administrators will review rubrics and evaluations with certified employees at the building level.

Evaluation Timeline

The Assistant and/or Superintendent of Schools will evaluate the lead building administrator. All evaluators have been trained to understand the evaluation rubric and the tool for documenting observations. New administrators to HCSC will be trained, and professional development will be provided.

Effectiveness ratings are based on *Instructional Practice* for the building he/she primarily serves.

Group	Evaluation Instrument	Domains	Instructional Practice/ Rubric
Teachers	Locally Developed: Standards for Success	1: Planning 2: Instruction 3: Managing the Learning Climate 4: Professional Responsibilities	20% 33% 27% 20%
Middle School and Elementary School Counselors	Local: Standards for Success	1: Planning 2: Effective Classroom 3: Counselor Leadership 4: Professional Responsibilities	10% 50% 30% 10%
High School Counselors	Indiana School Counselor Rubric	1: Academic Achievement 2: Student Assistance Services 3: Career Development 4: Professional Leadership	30% 20% 20% 30%

Social Workers	Indiana School Social Worker Rubric	1: Planning 2: Social Work Services 3: Leadership 4 Core Professionalism	10% 50% 30% 10%
Media	Indiana School Librarian Rubric	1: Purposeful Planning 2: Effective Instruction 3: Leadership 4: Professional Responsibilities	10 % 50% 30% 10%
Athletic Director	NIAA Rubric	1: Professionalism 2: Administrative Responsibilities 3: Sport-Specific Duties 4: Core Professionalism	10 % 40% 40% 10%
Dean of Students	Local: Standards for Success	1: Academic and Behavioral Achievement 2: Student Services and Assistance in the Operation of the School 3: Leadership 4: Core Professionalism	10% 60% 20% 10%
Assistant Principals	RISE	1.1: Teacher Effectiveness- Mission and Vision 1.2: Teacher Effectiveness- Capital Management 1.33: Talent Review 2.1: Leadership Actions- Professional Leadership 2.2: School Leadership	15% 25% 10% 25% 25%
Principals	Local: Standards for Success	1: Instructional Leadership 2: School Climate 3: Human Resources 4: Organizational Management 5: Communication and Community Relations 6: Professionalism	25% 20% 15% 15% 25% 10%

Interventionists	Local: Standards for Success	1: Planning 2: Instruction 3: Managing the Learning Climate 4: Professional Responsibilities	10% 50% 30% 10%
Technology Coaches	Local: Standards for Success	1: Shared Vision and Leadership 2: Instruction 3: Professional Relationship and Responsibility 4: Core Professionalism	25% 30% 30% 15%
Hanover Grants and Assessment Coordinator	Local: Standards for Success	1: Human Capital Management 2: Instructional Leadership 3: Personal Behavior 4: Building Relationships 5: Culture of Achievement	25% 25% 20% 15% 15%
Assistant Superintendent (Curriculum)	Local: Standards for Success	1: Human Capital Manager 2: Leadership 3: Personal Behavior 3: Building Relationships 4: Organizational Management	20% 20% 20% 20% 20%
Superintendent	ISBA Superintendent Evaluation		100%

Effectiveness Rating Determinations and Data Collection

After all informal and formal observations, scores will be completed for each domain. Hanover Community School Corporation utilizes Standards for Success (SFS) when completing certified evaluations. Teachers will work with the administration to compile and document all student achievement data used in the final calculations for summative ratings.

Teacher Instructional Effectiveness Scoring Matrix

Highly Effective .81-1.00 and no score below the Effectiveness Baseline Score in any Domain

Planning score _____ /5 x 20% = _____

Instruction score _____ /19 x 33% =_____

Managing score _____ /8 x 27% = _____

P.R. score _____ /9 x 20% =_____

	(a)	(b)	(c)	(d)	(e)	(f)
Domains	Effectiveness Baseline Score	Maximum Domain Score	Actual Domain Score	% Domain Score (c÷d)	Domain Weight	Weighted Domain Score (d x e = f)
1. Planning	3	5			20%	
2. Instruction	10	19			33%	
3. Managing the Learning Environment	6	8			27%	
4. Professional Responsibilities	6	9			20%	
AGGREGATE	25	41			100%	

Final Teacher Instructional Effectiveness Rating

Category ratings of a teacher's instructional effectiveness	Range of aggregate weighted Domain scores/pts. Category of teacher Instructional effectiveness
1) Not Effective	<.40
2) Improvement Necessary	.41 to .60 (3)
3) Effective	.61 to .80 (1)
4) Highly Effective	.81 to 1.00 and NO score below the Effectiveness baseline: SCORE in any DOMAIN (2)

1. Aggregate Baseline Effectiveness Score (25) divided by Aggregate Maximum Domain Score (41) = Minimum Weighted Domain Score for Teacher EFFECTIVENESS (.61).

2. The Median of 1.00 (Maximum Weighted Domain Score) and .61 (the Minimum weighted Domain Score for Teacher Effectiveness is .81).

3. (.60) is less than (.61) the Minimum Weighted Domain Score for Teacher Effectiveness and (.41) continues the (.19) range in Category Range Scores.

Hanover Community Schools Teacher Evaluation Process
The Instructional Effectiveness Observation/Evaluation Protocol

I. Formative Observation

A. The purpose of formative observation is to establish a baseline, determine specific areas of strength and weakness, and target areas of improvement resulting from this observation.

B. The same administrator shall conduct both formative and summative evaluations. Should there be a personal conflict between the teacher and the administrator, the teacher may request another administrator for the observation. Written requests must be made within one (1) week of administrator notification and sent to the central office. Teachers must be prepared to discuss specific concerns and understand that the request may not be granted.

C. All administrators will be trained on evaluation by Standards for Success or a similar vendor.

D. Observations must be scheduled five (5) days in advance or as mutually agreed upon and must last a minimum of twenty-five (25) minutes and a maximum of sixty (60) minutes. If a scheduled observation must be canceled, it will be rescheduled using the same protocol as the original observation.

E. No formative evaluation shall occur before the fifteenth student day. Teachers whose classes are not scheduled to meet daily shall not have a formative evaluation before October 1. Formative observations shall be completed by November 30.

F. If a teacher is found less than effective on a rubric item, the teacher may bring documentation to demonstrate that the rubric expectation has been met. The administration will respond within (7) days indicating receipt of artifacts that may or may not alter the rating. A teacher may invite the administrator in for a short observation for demonstration.

G. A post-observation conference between the teacher and the observing administrator shall be scheduled within ten (10) days of the observation, and the teacher's right to representation shall be observed. Teachers will be notified of the conference at least forty-eight (48) hours before the conference is held.

H. HOPE members who are found less than effective will receive a forty-eight (48) hour notification to bring a representative to the observation conference.

I. The administrator and teacher must sign the observation report to acknowledge receipt.

J. The formative observation conference will identify resources and strategies available in areas identified for improvement:
    1. Any less than the effective teacher will be able to request mentoring and access to professional development after the formative assessment;
    2. Any less-than-effective teacher may request placement on an intervention plan immediately. Additionally, an administrator may implement an intervention plan after the fall formative evaluation, if deemed necessary.
    3. The administration may also recommend an intervention plan to assist the teacher.

II. Short Observations/Walkthroughs

Short observations/walkthroughs are to be at least two, may or may not be scheduled, and are to occur between the formative and summative evaluation.

A. Short observations/walkthroughs may be done at the teacher's invitation to demonstrate best practices or to engage the administrator in student activities.
B. Short observations/walkthroughs may be done at the administrator's discretion and are short and general.
C. Observation reflections may be used to inform the summative evaluation.
D. Any building administrator may conduct these short observations (not necessarily the same person as the two formal evaluations).
E. Short observations/walkthroughs assume a professional relationship between teacher and administrator. Administrators should inform the teacher within forty-eight (48) hours of any perceived weaknesses resulting from either type of observation.

III. Summative Evaluation

A. A summative evaluation will be provided which will reflect all previous evaluations (fall formative evaluation and minimally two short observations).
B. The summative evaluation must be at least sixty (60) days after the formative observation and before May 1.

IV. Summative Conference

A. Summative conferences will be conducted by May 15. Teachers will receive forty-eight (48) hours' notice of the conference, and HOPE members will have the right to bring a HOPE representative.
B. The summative conference will include the rubric from the formal observation as well as information from the short observations.
C. HOPE members who are going to be found less than effective will receive forty-eight (48) hours' notice to bring a HOPE representative prior to their observation conference.
D. Teachers rated ineffective may request a private conference by the superintendent.

Teacher Development Plan

A. The purpose of the teacher development plan is to assist teachers in achieving "effective" status as measured on the evaluation rubric.
B. At the post-observation conference, measurable objectives for improvement will be identified or stated. The teacher and the administrator will mutually agree upon these objectives.
C. A development plan that the teacher and administrator have agreed upon will be designed to include a timeline to ensure objectives will be met:
    a. Some development plans may include:
        i. Madeline Hunter's Peer Coaching Model;
        ii. Mentoring by teachers identified as effective in special areas (such as DI, classroom management, planning, etc.)
        iii. Participation in professional learning circles;
        iv. Attendance at workshops or other opportunities for professional development.
    b. Other development plans may be created to meet the specific needs of teachers in the plan.
D. A pool of effective (and highly effective) teachers will be identified at the building level to assist those who wish to be mentored. Teachers who participate as mentors will receive full-year PGP points for their efforts.
E. The administrator's role in the teacher development plan is to provide teachers access to opportunities for professional development.

F. Once the teacher and administrator agree on the teacher development plan, the teacher will be responsible for taking ownership of and working through the agreed-upon plan. The teacher will be responsible for communicating with the mentor and/or administrator if additional resources are needed or desired.

Evaluation Frequency

A. Current Hanover Community School District teachers that receive a Highly Effective (HE) or Effective(E) rating in the 2024-25 school year will be evaluated using the new rubric (2025-26). Teachers that receive a HE or E, will no longer have a full formal observation, but will continue to have short observations on alternate years to ensure they maintain a HE or E rating for the State of Indiana.
B. New teachers to the profession will be evaluated yearly through year five. They must be consecutively rated Highly Effective or Effective for five years to move to only short observations.
C. New teachers to the Hanover Community School District with less than five years experience from another district will be evaluated yearly until five years have been accumulated with a rating of Effective or Highly Effective. A rating less than HE or E will require continued evaluations until a total of five have been achieved.
D. New teachers to the Hanover Community School District, regardless of more than five years experience, will be evaluated in their first year at HCSC. If they receive a HE or E in that year, they will then move to short observations only.

Hanover Community School Corporation Teacher Instructional Effectiveness Observation Instrument

Teacher _____ Evaluator _____ Date _____

School _____ Assignment/Grade _____ Subject Observed _____

Observation Start Time _____ End Time _____ Scheduled or Unscheduled _____

Directions: Each indicator must be marked. Evaluators should provide documentation/comments when rating an indicator as either "Not Effective" or as "Highly Effective"	**Highlight Effective = 2 pts** **Effective = 1 pt** **Not Effective = 0 pts**

Planning Domain	Highly Effective (2)	Effective (1)	Not Effective (0)
1.1		The teacher has instructions aligned with the Curriculum Map and indicators.	Not evident or not clearly evident
1.2	Teacher changes group composition over time / (DI) is evident.	The teacher organizes students for tutorial/enrichment/ cooperative learning activities.	Not evident or not clearly evident
1.3	The teacher uses multiple strategies to check for understanding, (i.e., exit cards, white boards, etc.)	Teacher aligns assessment with curriculum and instruction.	Not evident or not clearly evident
Total Planning Score (Minimum Effectiveness = 3)			

Instruction Domain	Highly Effective (2)	Effective (1)	Not Effective (0)
2.1	The teacher reinforces the purpose and objective throughout the lesson.	The teacher clearly states the purpose and objective of the learning.	Purpose and/or objective is not clearly established or is ineffective.
2.2	Application of background knowledge across content areas and into the real world.	Teacher elicits student response for background knowledge (i.e., give personal example – “Know, Want to Know, Learn” (KWL)	Building background is not clearly evident or ineffective.
2.3	Teacher demonstrates a seamless transition from one teaching tool to another to enhance instruction.	Teacher uses graphic organizers, analogies, metaphors or multiple examples to facilitate learning.	Use of instructional tools to facilitate learning is not clearly evident or not effective.
2.4	Teacher differentiates learning activities based on an understanding of different learning styles.	Teacher asks students to respond to questions and differentiates learning activities (2.4.E)	Teacher does not differentiate.
2.5	Teacher asks students to respond to higher-order questions, extensions, and seeks responses to open-ended questions.	Teacher uses effective questioning techniques to check for understanding (cues, feedback, beaming, wait time).	Questioning technique is not effective
2.6	Teacher verbally and visually models the expectation, providing opportunities for students to apply to learning. (2.6.HE)	Teacher guides the practice of new learning directly and provides corrective feedback as necessary.	Student practice of new learning with direct guidance and feedback from teachers is not evident or ineffective.

2.7	Teacher maintains a routine for distributive practices (i.e., homework, bell ringer, sponge activities, etc.)	Teacher uses spiraling, distributive practice to activate prior learning.	“Spiraling” or Distributive practice of previous learning is not clearly evident.
2.8	Teacher differentiates an extension of learning (enrichment) and scaffolds instruction for struggling learners.	Teacher provides students with tutorial/enrichment tasks as a fundamental Differentiated Instruction (DI) practice.	Differentiated instruction not evident or not effectively deployed.
2.9	Teacher provides students with opportunities to summarize the learning/lesson in their own words	Teacher summarizes/closes the learning lesson.	Summary/closure not deployed or not effectively deployed.
2.10		Teacher utilizes available technology and/or content specific resources in instruction in a meaningful manner.	Available technology is not evident in instruction.
Total Instruction Score - (Minimum Effectiveness = 10)			

Managing the Learning Climate Domain	Highly Effective (2)	Highly Effective (2)	Not Effective (0)
3.1		Teacher clearly states or it is evident that the student behavior complies with expectations.	Expectations are not clearly evident or not being followed.
3.2		Teacher interacts with students in a respectful manner.	Teacher does not interact with students in a respectful manner.
3.3		Teachers effectively redirects student inappropriate behavior.	Teacher does not redirect student misbehavior.
3.4		Teacher awareness of what is happening in the classroom is clearly evident (withitness).	Teacher is unaware of students' off-task misbehavior in the classroom or does not effectively prevent or redirect it.
3.5		Teacher establishes and clearly communicates classroom/ school procedures and they are followed by students.	Classroom/ School Procedures and routines unclear or not followed by students.
3.6		Teachers create physical space that is safe and conducive to learning.	Physical space has safety issues or is not conducive to learning.
Total Managing the Climate Score (Minimum Effectiveness = 6)			

Professional Responsibilities	Highly Effective (2)	Effective (1)	Not Effective (0)
4.1		Teacher attendance, arrival and departure times comply with HCSC standards.	Incidents of non-compliance are of concern.
4.2		Teacher follows school policies and procedures to include: a. maintaining and submitting records; b. monitoring student progress to comply with state, HCSC and/or school expectations.	Incidents of non-compliance are of concern.
4.3	Teacher provides evidence that communication with parents is a regular occurrence and a variety of ways have been done to engage parent involvement (i.e., communicate with parents, phone	Professional educators in HCSC are expected to: a. model the Employability Skills b. actively work to engage families in the education of their child.	Incidents of non-compliance are of concern.
4.4		Teacher effectively carries out the assigned or expected role of student supervision.	Incidents of non-compliance are of concern.

4.5	Teacher is actively engaged, participates, and attends grade level and/or dept. level meetings with consistency.	Teacher attends grade level and/or dept. level meetings, but is not always engaged.	Teacher does not attend or is not engaged in grade level and/or dept. level meetings.
4.6	Teacher shares ideas, teaches others Best Practices (i.e., participation in PGPs, etc.)	Teachers grow professionally by seeking to continually improve the deployment of “Best Practices”.	Incidents of non-compliance are of concern.
Total PR score (Minimum Effectiveness = 6)			