Home of the Kougars

Kankakee Valley School Corporation

Kankakee Valley School Corporation

Staff Performance Evaluation Plan

2025-2026

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Introduction

Kankakee Valley School Corporation (KVSC) is committed to the continuous improvement of our educators. A fair, credible, and accurate evaluation system is essential to meeting this goal. The primary purpose of the KVSC evaluation plan is to improve instruction, resulting in increased student achievement. This plan outlines the process and identifies the documents that will be used during the evaluation of certified staff members. This evaluation plan was formed by a committee of teachers and administrators working collaboratively to create a plan that best meets the needs of Kankakee Valley School Corporation and adheres to the requirements of the State of Indiana.

Evaluation Plan Discussions

The Superintendent will meet with members of the Teachers' Exclusive Representative to discuss the evaluation plan at the beginning of each school year. After the meeting, the superintendent will present the plan to the KVSC Board of Trustees during a meeting open to the public.

Legislation

In 2011, The Indiana Legislature passed IC 20-28-11.5 that included main components for all Certified Employees.
1. Every Certified Employee must be evaluated annually.
2. The evaluation system must include four performance categories: Ineffective, Improvement Necessary, Effective, and Highly Effective.

Software

Standards for Success will be utilized to document and track observations, feedback, ratings, artifacts, and student data calculations. Each Certified Employee will be provided a Standard for Success account.

Certified Employee Effectiveness

Each certified employee works in a complex environment that requires a unique skill set, professionalism, and a commitment to student learning. All Certified Staff members will be evaluated on an annual basis using the procedures set forth in the Kankakee Valley Evaluation Plan. Evaluators rely on multiple sources of information to gain a fair, accurate, and comprehensive picture of performance. Communication between evaluators and employees is an essential component in the success of realizing continuous professional growth. All employees are expected to play an active role in demonstrating their body of work.

Performance Level Ratings

Each certified staff member will receive a rating at the end of the school year in one of four performance levels:

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.

Evaluators

Evaluators will be initially trained in the proper implementation of the RISE Teacher Evaluation Model. Evaluators will receive additional training locally on an ongoing basis as determined by the superintendent. Evaluators may also take part in evaluator workshops offered by educational service centers or other organizations.

Once the Kankakee Valley School Corporation (KVSC) has assigned an evaluator to conduct a teacher's evaluation, the teacher may submit a request to the corporation for a reassignment if there is a concern regarding the assigned evaluator. Such requests will be reviewed and considered on a case-by-case basis.

The primary evaluator for each teacher will typically be the building principal or assistant principal, unless an alternative evaluator is mutually agreed upon by both the teacher and the superintendent. In addition to

the primary evaluator, other properly trained administrators may serve as secondary evaluators to support the observation and evaluation process.

It is important to note that no teacher will serve as a primary or secondary evaluator for another teacher under any circumstances, ensuring that all evaluations are conducted by certified administrative personnel in alignment with district policy and professional standards.

As the evaluators recognize the benefit of the same evaluator conducting all evaluations for the year, this may not always be possible. If a change in primary evaluator is necessary, the evaluator must communicate that change in advance.

Communication

Communication is vital before, during, and after the evaluation process. Responsibility for communication is shared between the teacher and the evaluator. The evaluator is responsible for communicating the expectations of the evaluation process and providing feedback of the observation. The teacher needs to communicate and advocate for personal growth, reflection, and development.   It is important to remember that communication is a key component of a successful evaluation process.

Effectiveness Rubrics

Professional Practices Rubrics have been assigned to Certified Employee Groups. Evaluators will use the assigned rubric to track evidence of professional practices exhibited by the employee. Teachers will be evaluated using the RISE Teacher Effectiveness Rubric. (Refer to chart for other rubric assignments)

RISE Teacher Effectiveness Rubric

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

Domain 1: Planning
 1.1 Utilize Assessment Data to Plan
 1.2 Set Ambitious and Measurable Achievement Goals
 1.3 Develop Standards-Based Unit Plans and Assessments
 1.4 Create Objective-Driven Lesson Plans and Assessments
 1.5 Track Student Data and Analyze Progress

Domain 2: Instruction
 2.1 Develop Student Understanding and Mastery of Lesson Objectives
 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
 2.3 Engage Students in Academic Content
 2.4 Check for Understanding
 2.5 Modify Instruction as Needed
 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
 2.7 Maximize Instructional Time
 2.8 Create Classroom Culture of Respect and Collaboration
 2.9 Set High Expectations for Academic Success

Domain 3: Leadership
 3.1 Contribute to School Culture
 3.2 Collaborate with Peers
 3.3 Seek Professional Skills and Knowledge

3.4 Advocate for Student Success
3.5 Engage Families in Student Learning

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

Teacher Effectiveness Rubric Rating

At the end of the school year, primary evaluators will examine evidence from observations. Considering the evidence collected for each indicator, the evaluator will use his or her best judgment to assign a final score for each domain on the rubric. The Teacher Effectiveness Rating will be determined by assigning a rating of highly effective, effective, improvement necessary, or ineffective to the domains 1, 2, and 3. If the teacher meets the standards set forth for each core professionalism area then the overall teacher effectiveness rating will not change. However, **one point** is deducted from the overall rubric score if any Core Professionalism standard is not met.   Each domain will be weighted as follows:

Purposeful Planning - 10%
Effective Instruction - 75%
Teacher Leadership - 15%

Summative Scoring Process

Using Standards for Success software a summative rating will be generated by combining the teacher effectiveness rating and professional goals if applicable, weighted at the assigned level for each teacher category. The final performance rating will not be available until all data has been received.

Highly Effective	3.5-4.00
Effective	2.5-3.49
Improvement Necessary	1.75-2.49
Ineffective	1.00-1.74

Attendance as it Pertains to Core Professionalism

Certified employees have allocated sick and personal days as agreed upon in the Collective Bargaining Agreement. A teacher who exceeds those limits without documented medical necessity will be considered as not meeting the attendance standard under "Core Professionalism". Additionally, administrators may speak with individual teachers when a clear pattern of absence begins to evolve (i.e. Mondays, Fridays). Teachers are encouraged to provide documentation for the necessity of absences of this nature.

Tardiness as it Pertains to Core Professionalism

Employees are expected to arrive at school and be at their station at the designated time. Understanding that emergencies do arise, limited tardiness of up to three per year will be allowed. Employees are encouraged to communicate with administration regarding the necessity/reason for any tardiness.

Extended Leaves

Certified Employees who have extended leaves, totaling 66 days or more during the school year will receive an evaluation rating of "Incomplete".   All others will be evaluated.

Observations

Short and long observations will be conducted of each teacher and evidence will be recorded and linked to indicators on the RISE Teacher Effectiveness Rubric utilizing Standards for Success software. Feedback will be provided to employees after each observation. As part of the feedback process, evaluators may request professional development activities in any performance area.

Each short observation will be a minimum of ten minutes in length and conducted by a designated evaluator. Following the observation, a post-observation meeting may be held at the discretion of either the teacher or the evaluator; however, it is not required. Regardless of whether a meeting takes place, an evaluation summary outlining key observations and feedback will be provided to the teacher within five school days.

In addition to short observations, the teacher evaluation process also includes long observations intended to provide a more in-depth view of instructional practice. Each long observation will be a minimum of thirty minutes in length and conducted by an assigned evaluator.

An evaluation summary, detailing the findings and feedback from the observation, will be provided to the teacher within five school days. This ensures that the evaluation process remains both timely and constructive, supporting continuous professional growth and instructional improvement.

Following a long observation, a post-observation meeting is mandatory and must be scheduled within two weeks of the observation date. This meeting serves as a dedicated opportunity for meaningful dialogue between the teacher and evaluator, allowing for reflection, clarification, and goal-setting.

The Kankakee Valley School Corporation recognizes that teachers are at varying stages in their professional careers, and the evaluation process reflects this by differentiating observation requirements based on experience.

Teachers with 0–5 Years of Experience
Teachers in their first five years of _consecutive_ teaching within the Kankakee Valley School Corporation will receive a minimum of two long observations and one short observation annually. At least one long observation must be completed during the first semester of the school year to ensure timely feedback and support.

Teachers with More than 5 years of Experience
Teachers with more than five years of _consecutive_ teaching experience in the corporation are required to have a minimum of one long observation, to be completed by the end of the first semester, and one short observation each school year.

Evaluators may conduct additional observations at their discretion to support teacher development or address specific instructional concerns. Likewise, teachers are encouraged to request additional observations if they feel it would be beneficial to their professional growth or to address areas of concern.

To maintain the integrity and effectiveness of the observation process, evaluations will not be conducted during the week prior to a scheduled school break, on days when there is a two-hour delay, on eLearning days, or on the day students return from a break. These conditions can disrupt the normal instructional environment and may not accurately reflect typical classroom practice. Exceptions to this guideline may be made only with the mutual agreement of both the teacher and the evaluator.

Alternative Observations

Teachers, with the agreement of the evaluator, may submit a video recording of a recent lesson to substitute for one observation. The video will be viewed by the evaluator and teacher together, allowing for immediate feedback. Short observation videos will be 10-20 minutes in length. Long observations videos will be a minimum of 40 minutes in length.

Teachers, with the agreement of the evaluator, may be observed in settings outside the normal classroom. Examples of observations outside the classroom settings include, music performances, field day events, participation in professional learning communities, teacher lead professional development sessions, and

parent meetings.

In some instances, multiple staff members may be evaluated during the same evaluation session. This approach is appropriate in collaborative settings where instructional roles and responsibilities are shared or closely aligned. Examples include, but are not limited to, co-teaching arrangements, case conferences, and Professional Learning Community (PLC) group meetings. Evaluators will ensure that each staff member's contributions are considered individually while recognizing the collaborative nature of the setting.

Elearning will not be used for an evaluation unless initiated by the teacher. Administrators still have the ability to informally attend an Elearning classroom to ensure the elearning procedures and guidelines are being met.

Data Summit

With the agreement of the evaluator, teachers may substitute one short observation for the Data Summit. The teacher, or group of teachers, and evaluator will meet together for an in depth review of data utilization and goal setting. The teacher(s) will bring to the meeting binders, charts, tracking forms, and other artifacts that demonstrate how data has been collected and utilized to monitor student learning and inform instruction. The evaluator will provide feedback for improvement.

Artifacts

To gain a better understanding of the breadth and depth of a teacher's work, artifacts can be submitted by the teacher or requested by the evaluator. Artifacts may include, lesson plans, assignments, scoring rubrics, student work, reflections, meeting agendas, professional development documentation, improvement plans, and documentation of adherence to corporation rules and procedures.

Remediation/Improvement Plan

If an employee receives a rating of ineffective or improvement necessary, the evaluator and the certified employee shall develop a remediation plan not more than (90) school days in length to correct the deficiencies noted. The remediation plan must require the use of the employee's license renewal credits in professional development activities intended to help the employee achieve an effective rating on the next performance evaluation. Such a plan may include but is not limited to: observation of other teachers, attendance at professional development workshops, professional readings, and professional coaching. Plans may also require that additional documentation, logs, lesson planning etc. be completed by the employee.

Request for Conference

A certified Employee may request a meeting with the superintendent within five days of receiving a final rating of ineffective. Requests for such meetings are to be made in writing (email, or written letter).

Ensuring Student Success

Principals at each building will retain a list of teachers rated ineffective. Whenever possible, students will not be placed into a classroom of an "ineffective teacher if they were taught in a classroom wherein the teacher had been rated "ineffective" during the previous year, When the situation cannot be avoided, (due to singleton classes, participation in special programs, etc.) building principals will notify parents of the students involved.

Rubric and Evaluator Assignments				
Group	**Evaluation Rubric**	**Rubric Percentage**	**Professional Goals Percentage**	**Primary Evaluator**
Teacher	RISE Teacher	100%		Principal or Assistant Principal
Speech/Language Pathologist	Indiana Speech Effectiveness Rubric	100%		Principal or Assistant Principal
School Social Worker	RISE Social Worker	100%		Principal or Assistant Principal
Counselor	Indiana School Counselor Effectiveness	100%		Principal or Assistant Principal
Media Specialist	AISLE	100%		Superintendent/Designee
Instructional Coach	Instructional Coach Rubric	100%		Assistant Superintendent/Designee
Athletic Director	KV Athletic Director Rubric	90%	10%	Principal or Assistant Principal
Assistant Athletic Director	KV Athletic Director Rubric	90%	10%	Principal or Assistant Principal
Building Principal	RISE Principal	90%	10%	Superintendent
Assistant Principal	RISE Principal	90%	10%	Principal
Chief Technical Officer	KV Director Rubric	90%	10%	Superintendent/Designee
Assistant Superintendent & District Administrator	ISBA	90%	10%	Superintendent
Superintendent	ISBA	90%	10%	President of KV School Board

Certified Staff Rubric Location

All certified staff rubrics can be found by visiting the web address below or by logging into Standard for Success.

https://drive.google.com/drive/folders/1ZDmrpG1YXGFOTpY6G9NeF1Qimw3TQ0id?usp=sharing