

Greensburg Community School Corporation



Evaluation Plan 2026-2027

The evaluation procedures for all certified personnel in Greensburg Community Schools will adhere to the expectations stated in Public Law 90. Public Law 90 requires evaluation instruments that are fair, credible, and accurate. The model or system for evaluations must meet the following criteria:

- **Be Annual:** Every certified personnel, regardless of experience, deserves meaningful feedback on their performance on an annual basis.

Evaluations to be Completed by:

Certified Employee Group

Superintendent
Building Principals
Assistant Principal/Dean
Counselors
Librarians
General Education Teachers
Special Education Teachers
Athletic Directors
Instructional Specialists
Licensed Professionals

Evaluator

Board of School Trustees
Superintendent
Building Principals
Building Administrators
Building Administrators
Building Administrators
Director of Special Ed (Primary), Building Administrators (secondary)
Building Administrators
Building Administrators
Director of Special Education

Greensburg Schools will evaluate all certified staff on the following schedule:

- **All teachers**
 - One Long Observation (at least 40 minutes in length)
 - Additional observations if deemed necessary by the Building Principal
- **Note**
 - A face-to face conference following each observation may occur at either the teacher or evaluator's request.
 - A teacher may be evaluated more frequently than outlined above at either teacher or administrator request.
 - A teacher on a Professional Development Plan will be observed as many times as needed to meet requirements outlined in the plan.

- Observations will be unannounced by default, but may occasionally be announced at administrator discretion.
- Administrative staff will conduct multiple informal walkthroughs throughout the school year.
- Feedback will be provided within 5 business days after the observations.

The Teacher Effectiveness Rubric (TER)

The primary portion of the Teacher Effectiveness Rubric consists of three domains containing 19 competencies.

- **Domain 1:** Purposeful Planning
- **Domain 2:** Instruction
- **Domain 3:** Professional Commitment

At the conclusion of the evaluation cycle for the school year, each domain score will be applied to the following weighted formula:

	Weight	Multiplier	Weighted Domain Rating
Domain 1: Planning	15%	0.15	
Domain 2: Instruction	70%	0.70	
Domain 3: Professional Commitment	15%	0.15	
Core Professionalism			(points deducted)
		TER Final Score →	

In addition to these three primary domains, the TER contains a fourth domain referred to as **Core Professionalism**, which reflects the non-negotiable components of a certified employee's role within the school community. As these components are considered to be basic expectations, certified staff members do not earn points for meeting these expectations. However, failure to meet the expectations can result in a loss of points to the TER as outlined below.

- **Attendance** (-0.25 points) - Individual demonstrates a pattern of unexcused absences
- **Tardiness** (-0.25 points) - Individual demonstrates a pattern of late arrivals to assignment
- **Policies/Procedures** (-0.25 points) - Individual fails to follow recognized state and/or district policies

- **Respect** (-0.25 points) - Individual treats others in school community with disrespect

Scoring the Teacher Effectiveness Rubric

Collected observational data and other relevant information will be scored against the TER. This will result in a summative rating of 1-3 for each individual domain. These ratings are defined as follows:

- **Ineffective:** 1.00 - 1.74
- **Developing:** 1.75 - 2.44
- **Proficient:** 2.45 - 3.00

Professional Development Plan Process

If a summative evaluation for a certified employee would result in a rating of “Developing” or “Ineffective”, the evaluator will meet with the employee and discuss placement on a *Professional Development Plan*. The evaluator will discuss the following:

1. Areas for growth according to the rubric
2. Specific evidence required to support growth in targeted areas
3. Professional development, strategies, and a plan of support for improvement
4. Timeline of planned improvement expectations
5. Expectations for feedback through continued observations throughout the plan

The administrator will inform the superintendent. At the end of the duration of the Professional Development Plan, the administrator will recommend renewal or non-renewal of the employee’s contract to the superintendent.

If an employee receives a summative rating of “Ineffective”, he or she 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 employee received a rating of ineffective.

Evaluation Plan Discussion

The evaluation plan was created and reviewed by a committee consisting of administrators and the superintendent. The plan will be reviewed annually. As per Indiana Code, the board must review and approve the plan annually.