

Metropolitan School District of Wabash County

Teacher Evaluation and Development Plan



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The purpose of this handbook is to outline and explain the Metropolitan School District of Wabash County (MSDWC) Teacher Evaluation and Development Plan. The model is a modification of the IDOE's RISE Teacher Evaluation model.

The following handbook represents a collaborative effort that ensures the MSDWC Teacher Evaluation and Development plan complies with state law.

Legislative Context

- Senate Enrolled Act 486 - 2023 (Updated in 2025)
- The law includes the following main requirements:
 - Each school corporation shall develop or adopt a plan for annual performance evaluations for each certificated employee;
 - A plan must include performance evaluations for all certificated employees conducted at least annually;
 - A plan must be in writing and be explained to the governing body in a public meeting.
 - After a school corporation has assigned an evaluator 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.
 - A plan must include an annual designation of each certificated employee in one (1) of the following rating categories:
 1. Highly effective.
 2. Effective.
 3. Improvement necessary.
 4. Ineffective.

Performance Level Ratings

Each teacher 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.
- **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator.
- **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.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations.

Overview of Component

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on:

- **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Teacher Effectiveness Rubric (TRE). All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

Length of Service:

Every teacher must work 120 days or more to receive a summative evaluation rating as outlined in the Teacher Evaluation and Development Plan. If a teacher works less than 120 days throughout the school year, the teacher will be observed and evaluated as time permits, but will not receive a summative evaluation rating.

Timeline

August – September

- New Teacher(s) to MSDWC and evaluator(s) meet for the Beginning-of-the Year Conference

August – December

- Evaluator makes classroom observations and provides feedback

November – February

- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion

January – May

- Evaluator continues to make classroom observations and provide feedback
- Evaluator completes observations and scores Teacher Effectiveness Rubric
- Evaluator completes Summative Evaluation
- Teacher and evaluator meet for the End-of-Year Conference by teacher's request or evaluator's discretion. Evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference.
- Evaluator gives the teacher a copy of the Summative Evaluation for their signature.

Evaluation Steps

Step 1 – Beginning-of-Year Conference

The evaluator will meet with all new staff (August or September). The purpose of the meeting is to:

- Review the evaluation process and
- Highlight priority competencies and indicators from the Teacher Effectiveness Rubric

Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

Step 2 – Classroom Observations – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

This indicates minimum requirements for observations.

Beginning Teachers

(First or second year of experience, OR first year at MSDWC, OR rated Improvement Necessary/Ineffective the previous year)

- **Extended Observation**
- Length: 30 minutes
- Frequency: 2/year (1 per semester)
- Announced: Evaluator's discretion (1st-year MSDWC teachers: Yes, first observation announced)
- Pre-Conference: Evaluator's discretion
- Post-Conference: Yes, within 7 school days
- Written Feedback: Yes

- **Short Observation**
- Length: 10 minutes
- Frequency: 3/year (min. 1 per semester)
- Announced: No
- Pre-Conference: No
- Post-Conference: Yes, within 7 school days
- Written Feedback: No

Veteran Teachers

(All teachers who are not Beginning Teachers)

- **Extended Observation**
- Length: 30 minutes
- Frequency: 1/year
- Announced: No
- Pre-Conference: No
- Post-Conference: Yes, within 7 school days
- Written Feedback: Yes

Optional Forms

Pre-Observation Form

Post-Observation Form

If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

Step 3 – Mid-Year Conference (by teacher's request or evaluator's discretion)

This conference is to be held in November, December, January, or February where the primary

evaluator and teacher meet to discuss performance thus far.

Step 4 – Teacher Effectiveness Rubric: Scoring

1. The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information. At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning and leadership. See Teacher Effectiveness Rubric Domains 1 and 3.

2. The primary evaluator uses professional judgment to establish a final rating. In the summative conference, the evaluator should discuss the rating with the teacher, using the information collected to support the final decision.

At this point, each evaluator should have a rating that ranges from 1 (*Ineffective*) to 4 (*Highly Effective*).

3. The primary evaluator uses established weights to calculate one rating for domains 1-3. Each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. These are reflected in Domain 1: Planning (10%), Domain 2: Instruction (75%), and Domain 3: Leadership (15%). Effective instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes.

4. Core Professionalism is incorporated. This domain represents four aspects of the teaching profession: attendance, on-time arrival, policies and procedures, and respect. If the faculty member did not meet standards in one or more of the four indicators, he or she can have up to a 1-point deduction in increments of $\frac{1}{4}$. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change. A faculty member will not meet the standard totally if they are written up for any of the above core professional categories or for non-continuance reasons of immorality, incompetence, and/or insubordination.

Step 5: Summative Teacher Evaluation Scoring

- **Domain 1 – Planning:** Weight: 10%
- **Domain 2 – Instruction:** Weight: 75%
- **Domain 3 – Leadership:** Weight: 15%

Use the following formula to calculate by hand:

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score for Domains 1-3

Final Teacher Effectiveness Rubric Score, Domains 1-3: _____

Review of Components – Each teacher's summative evaluation score will be based on the following component:

Professional Practice – Assessment of instructional knowledge and skills Measure: Indiana Teacher Effectiveness Rubric (TER)

Teacher Effectiveness Rubric (TER) will be the Summative Teacher Evaluation Score

Ineffective: 1.0 – 1.74 points

Improvement Necessary: 1.75 – 2.49 points

Effective: 2.5 – 3.49 points

Highly Effective: 3.5 – 4.0 points

Note: Borderline points always round up.

Step 6: End-of-year summative evaluation conference by teacher's request or evaluator's discretion.

– The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation in the evaluation system related to the evaluation, must be provided to the teacher within seven days (7) of the end-of-year summative evaluation conference.

Teacher Remediation Plan – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license PGPs in professional development activities intended to help the teacher improve.

The MSDWC Teacher Evaluation Process will be reviewed by teacher and administrative representatives on an annual basis. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the MSDWC Teacher Evaluation Process.

Appendix A

Appeal – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent 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.

IDOE Reports – Before November 15, the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

Compensation – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher's employment contract is continued.

Tenure Categories – New Teacher Tenure Categories begin July 1, 2012

- A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.
- B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
- C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

Contract Cancellation Grounds (IC 20-28-7.5-1)

- A. Probationary Teacher
 - 1. One (1) *ineffective* rating
 - 2. Two (2) consecutive years of *improvement necessary*
 - 3. Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority
 - 4. Any reason considered relevant to the school's interest
- B. Established/Professional Teacher
 - 1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
 - 2. Immorality
 - 3. Insubordination
 - 4. Incompetence
 - a. Two (2) consecutive years of *ineffective* ratings; or
 - b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
 - 5. Neglect of duty
 - 6. Certain felony convictions
 - 7. Other good and just cause

MSD of Wabash County
Certificated Employee Evaluation Plan
Rubrics are in our evaluation software

There will be annual performance evaluations for each certificated employee.

Evaluation Assignments: Evaluatee - Evaluator - Rubric

- **Superintendent** - School Board - Superintendent
- **Chief Financial Officer** - Superintendent - Assistant Superintendent/CFO
- **Chief Academic Officer** - Superintendent - Curriculum Director
- **IT Director** - Superintendent - Technology
- **Technology Integration Director** - Chief Academic Officer - Technology Integration
- **Principals, Assistant Principals, Athletic Directors** - Superintendent - Principals
- **Principals** - Superintendent - RISE 2.0 Principal, RISE 2.0 Assistant Principal, NIAAA Athletic Director
- **Teachers** - Principals - RISE 3.0 Teacher
- **Guidance Counselors (Elementary/Middle School), Guidance Counselors (High School),** Principals - Elementary/Middle School Counselor, HS School Counselor
- **Media Specialist** - Principals - School Librarian
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- **Special Education Director** - Principals, Superintendents - Wabash-Miami Special Education Administrator
- **Special Education Teachers** - Principals - Special Education Teacher ICASE
- **SLPs (Speech-Language Pathologists)** - Special Education Director - WMAP Speech
- **Psychologists** - Special Education Director - School Psychologist
- **OT/PT (Occupational/Physical Therapists)** - Special Education Director - WMAP OT & PT

Changes Allow a School Corporation to Develop or Adopt Its Own Plan

The 2023 changes removed several requirements and now allows a school corporation to develop or adopt its own plan.

- The resulting plan is no longer required to be reviewed and approved by IDOE.
- Such items no longer required in the evaluation plan include rigorous measures of effectiveness, negative effects on student achievement or growth restricting ratings, and a pre-evaluation planning session with principals by the superintendent.
- The only former requirement retained is that the evaluation plan must include an annual designation in one of the four rating categories of Highly Effective, Effective, Improvement Necessary, and Ineffective.
- The requirements for each of these categories must now be determined by the school corporation and not IDOE.
- In addition, school corporations previously were required to discuss the evaluation plans and instruments with the exclusive representative of the teachers; this requirement was removed by the 2023 legislation as well.
- Other changes to the evaluation law include:
 1. A teacher may request a change in the evaluator assigned to the teacher after such evaluator is assigned by the school corporation but the law is silent as to whether a school corporation must assign a new evaluator;
 2. There is no longer a requirement to notify a student when the student will be taught for the second consecutive year by a teacher who has been rated as improvement

necessary or ineffective; and

3. A school corporation can request IDOE and IEERB to review its evaluation plan for efficacy and legality but is not required to do so.

- A school corporation is still required to submit its plan to IDOE for posting on the IDOE website.