Jennings County School Corporation

Teacher Performance & Evaluation
2023-2024

*Approved by the Jennings County School Board of Trustees and JCCTA

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Introduction

All certified employees shall be evaluated annually on the performance of assigned duties.

1. All certified employees will be assigned one primary evaluator.
2. All teacher performance evaluations may include information provided by any administrator. The source of information shall be disclosed to the teacher.

Representation

An Association member may be afforded Association representation if they so choose during the evaluative process.

Right to Reflection

Anytime during the evaluation process a teacher has the right to submit a written reflection statement to be attached to any written evaluation document.

Continued Discussion

Continued discussions regarding these guidelines will be held with teacher representation as needed.

Model

Reviewed by Jennings County Teachers Association, the Jennings County Administration and the Jennings County Board of Trustees. Jennings County Board of Trustees will vote to adopt the "JCSC Teacher Performance and Evaluation".

Ineffective Teacher Procedure

A student may not be instructed for 2 consecutive years by ineffective teachers. If this situation were to occur, the principal will first take measures to correct the situation by reassigning the students or reassigning the teacher or notify parents.

Evaluators

Jennings County Administrators evaluating instructors will be trained, on an ongoing basis, to evaluate teachers each year using the JCSC evaluation tool.

Observations

Each teacher will be observed during two observations each school year. A teacher may request additional observations if they feel the classroom visits were not typical of their routine classroom structure. Teachers will receive a written summary within 7 days from the date of the observation.

- Informal Observation - minimum of 15 minutes
- Formal Observation - minimum of 30 minutes

All other observations regarding length and the number of observations are at the discretion of the evaluator.

Provision - Negative Impact (IC 20-28-11.5-4(c)(6)

A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. For teachers with growth model data (ELA/Math 4 - 8), negative impact is determined by the IDOE. In addition, school corporation will define negative impact on student learning for teachers who do not have IGM data.

Professionalism Domain: Scores in this category have special weighting. Improvement Necessary or Ineffective ratings will deduct -0.25 from the overall score.

Online settings may require additional evidence per some indicators to be provided by the certified employee to the primary evaluator. Examples: screenshots of communications, student contact logs, and teacher created instructional videos.

Evaluation Process Overview

	1-2 Years of Employment or Probationary Teacher	3+ Years of Employment
Introductory Performance Expectations Conference	Group meeting to be held prior to the first formal observation Meetings may be held in person or virtually.	Group meeting to be held prior to the first formal observation Meetings may be held in person or virtually.
Observation(s)	Minimum of 2 observations per year that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation. 1st semester observations must consist of a minimum of one formal observation. Second semester must include a minimum of one informal observation. A post-conference may be requested by the evaluator or the teacher after any observation. Conferences may be held in person or virtually.	Minimum of 2 observations per year that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation. 1st semester observation must consist of a minimum of one formal OR informal observation. Second semester observation consist of the type of observation (formal or informal) that did not occur during first semester. A post-conference may be requested by the evaluator or the teacher after any observation. Conferences may be held in person or virtually.
Conferences	**Minimum** 2 conferences per year following each observation (one each semester). Conferences may be held in person or virtually.	**Minimum** 1 conference per year following the formal observation. Conferences may be held in person or virtually.
Evidence	Evidence presented and reviewed as needed to document attainment of performance expectations	Evidence presented and reviewed as needed to document attainment of performance expectations
Summary of Performance Levels Conference	Teacher must receive summary document within 7 school days following the formal observation (IC 20-28-11.5)	Teacher must receive summary document within 7 school days following the formal observation (IC 20-28-11.5)

Domain 1: Preparation for Learning Rubric	Performance Level Range Ineffective Improvement Necessary Effective Highly Effective			
Purposeful Planning Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
1. Plans for a student program of instruction in accordance with adopted curriculum	Little or no evidence that the teacher plans quality lessons for instruction	Some evidence that the teacher plans quality lessons for instruction	Clear evidence that the teacher plans quality lessons for instruction	Consistent evidence that the teacher plans quality lessons for instruction
2. Reflects on practice, data, and student work to improve future instruction	Little or no evidence that the teacher engages in reflective thinking to improve future instruction	Some evidence that the teacher engages in reflective thinking to improve future instruction	Clear evidence that the teacher engages in reflective thinking to improve future instruction	Consistent evidence that the teacher engages in reflective thinking to improve future instruction
3. Uses a variety of planning resources	Little or no evidence that the teacher is utilizing district and school resources to plan for learning	Some evidence that the teacher is utilizing district and school resources to plan for learning	Clear evidence that the teacher is utilizing district and school resources to plan for learning	Consistent evidence that the teacher is utilizing district and school resources to plan for learning
4. Plans and prepares for the needs of all students	Little or no evidence that the teacher prepares lessons differentiated to the learning needs of students	Some evidence that the teacher prepares lessons differentiated to the learning needs of students	Clear evidence that the teacher prepares lessons differentiated to the learning needs of students	Consistent evidence that the teacher prepares lessons differentiated to the learning needs of students

Evidence: Teacher

- Resources and materials are ready prior to instruction
- Daily schedule/agenda is posted and reviewed
- Academic standards, pacing charts, technology resources, media services resources, support staff, etc.
- Lessons contain planned differentiation for students who are English language learners, students receiving special education services, high ability students, underperforming students, students who lack support for schooling, students with cultural needs
- Lessons and materials are appropriate for the age level of the student
- Online settings: Teacher incorporates rich media into lesson design.
- Online settings: Essential elements of instruction are planned for virtual instruction. (ex. lesson design template identified areas: anticipatory set, lesson, guided practice, independent practice, feedback)

*These are just possible examples and not a comprehensive list

Domain 2: Effective Instruction Rubric	Performance Level Range Ineffective Improvement Necessary Effective Highly Effective			
Climate Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
5. Develops and maintains a classroom climate that supports student learning	Little or no evidence that the teacher uses classroom management methods which support a positive classroom climate	Some evidence that the teacher uses classroom management methods which support a positive classroom climate	Clear evidence that the teacher uses classroom management methods which support a positive classroom climate	Consistent evidence that the teacher uses classroom management methods which support a positive classroom Climate
6. Communicates high expectations for all Students	Little or no evidence that the teacher provides a challenging learning environment	Some evidence that the teacher provides a challenging learning environment	Clear evidence that the teacher provides a challenging learning environment	Consistent evidence that the teacher provides a challenging learning environment
Instruction Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
7. Knows subject knowledge/standards and how to teach content to students	Little or no evidence that the teacher knows subject knowledge and how to teach the subject to students	Some evidence that the teacher knows subject knowledge and how to teach the subject to students	Clear evidence that the teacher knows subject knowledge and how to teach the subject to students	Consistent evidence that the teacher knows subject knowledge and how to teach the subject to students
8. Utilizes instructional strategies and resources to teach for understanding	Little or no evidence that the teacher utilizes multiple, appropriate instructional strategies and resources to teach for understanding	Some evidence that the teacher utilizes multiple, appropriate instructional strategies and resources to teach for understanding	Clear evidence that the teacher utilizes multiple, appropriate instructional strategies and resources to teach for understanding	Consistent evidence that the teacher utilizes multiple, appropriate instructional strategies and resources to teach for understanding

9. Differentiates instruction to meet the needs of all students	Little or no evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Some evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Clear evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Consistent evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs
10. Engages students in learning activities	Little or no evidence that the teacher provides learning activities that engages students	Some evidence that the teacher provides learning activities that engages students	Clear evidence that the teacher provides learning activities that engages students	Consistent evidence that the teacher provides learning activities that engages students
11. Helps student practice and deepen new knowledge by frequent checks for understanding	Little or no evidence that the teacher conducts frequent checks for understanding to adjust instruction	Some evidence that the teacher conducts frequent checks for understanding to adjust instruction	Clear evidence that the teacher conducts frequent checks for understanding to adjust instruction	Consistent evidence that the teacher conducts frequent checks for understanding to adjust instruction
Assessment Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
12. Assess student learning levels and adjusts instructional practices for student success	Little or no evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Some evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Consistent evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction
13. Provides evidence of student achievement/growth through multiple measures	Little or no evidence that the teacher collects data about student learning from a variety of sources and can show measurable individual and collective student achievement/growth over time	Some evidence that the teacher collects data about student learning from a variety of sources and can show measurable individual and collective student achievement/growth over time	Clear evidence that the teacher collects data about student learning from a variety of sources and can show measurable individual and collective student achievement/growth over time	Consistent evidence that the teacher collects data about student learning from a variety of sources and can show measurable individual and collective student achievement/growth over time

Evidence: Teacher
- Posted classroom expectations   - Follows expected procedures   - Redirection of behaviors   - Body language, tone of voice   - Use of Bloom's taxonomy/Data Driven Instruction   - Answers students' content questions   - Checks back often for student understanding   - Constantly gives the students feedback   - Various methods of instruction   - STEM/PBL incorporation   - Online setting: Teacher helps learners master content via flexible and interactive instruction and personalized feedback.   - Online setting: Teacher is proficient at communicating using various formats (e.g. text audio, video, synchronous, asynchronous) and selects the format that is best for the specific situation and purpose.   - Online setting: Teacher builds rapport by contacting students regularly using the preferred communication platform.

Domain 3: Professional Practice Rubric	Performance Level Range Ineffective Improvement Necessary Effective Highly Effective			
Participation in Learning Communities Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
14. Works with colleagues in a respectful manner in the on-going cycle of development, implementation, evaluation of curriculum and professional learning communities	Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Some evidence that the teacher plans contributes to school effectiveness by collaborating with other professionals	Clear evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Consistent evidence that the teacher contributes to school effectiveness by collaborating with other professionals
15. Communicates effectively to establish and maintain lines of communication with students and parents	Little or no evidence that the teacher accurately describes, analyzes, and evaluates student work and provides feedback to students and their families about their learning and development as learners	Some evidence that the teacher accurately describes, analyzes, and evaluates student work and provides feedback to students and their families about their learning and development as learners	Clear evidence that the teacher accurately describes, analyzes, and evaluates student work and provides feedback to students and their families about their learning and development as learners	Consistent evidence that the teacher accurately describes, analyzes, and evaluates student work and provides feedback to students and their families about their learning and development as Learners
16. Participating in a professional community	Little or no evidence that the teacher participates in school events, school and district initiatives, or assumes a leadership role in promoting a culture of professional inquiry	Some evidence that the teacher participates in school events, school and district initiatives, or assumes a leadership role in promoting a culture of professional inquiry	Clear evidence that the teacher participates in school events, school and district initiatives, or assumes a leadership role in promoting a culture of professional inquiry	Consistent evidence that the teacher participates in school events, school and district initiatives, or assumes a leadership role in promoting a culture of professional inquiry

Evidence: Teacher
Collaboration with peers Emails, websites, newsletters, phone logs with parents Membership in professional organizations Participation in committees and/or professional development Attendance at school functions and community functions RTI/MTSS Action plans Webinar participation PGP points for Professional Development Activities Online setting: Student/Family Communication Logs ***These are just possible examples and not a comprehensive list**

Domain 4: Core Professionalism Rubric	Performance Level Range Ineffective Improvement Necessary Effective Highly Effective			
Core Professionalism Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
17. Attendance	The teacher has a habitual pattern of being absent. This excludes protected, approved leaves such as maternity, paternity, FMLA, disability, etc.	The teacher demonstrates a pattern of absences. This excludes protected, approved leaves such as maternity, paternity, FMLA, disability, etc.	Clear evidence that the teacher demonstrates regular attendance. This excludes protected approved leaves such as maternity, paternity, FMLA, disability, etc.	Consistent evidence that the teacher demonstrates exemplary attendance (two or few days-bereavement and professional days excluded.)
18. On-Time Arrival and Departure	The teacher has a habitual pattern of being late or leaving early for assigned duties	The teacher demonstrates a pattern of being late or leaving early for assigned duties	Clear evidence that the teacher demonstrates a pattern of being on time to and from duties	Consistent evidence that the teacher exceeds expectations of being on time to and from duties
19. Policies and Procedures	Teacher fails to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Some evidence that the teacher demonstrates following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Clear evidence that the teacher demonstrates following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Consistent evidence that the teacher Demonstrates following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
20. Respect	Teacher fails to demonstrate positive interaction with students, colleagues, administration, parents/guardians, and community members in	Some evidence that the teacher demonstrates a pattern of interacting with students, colleagues, administration, parents/guardians, and	Clear evidence that the teacher demonstrates a pattern of interacting with students, colleagues, administration, parents/guardians, and	Consistent evidence that the teacher demonstrates a pattern of interacting with students, colleagues, administration,

	a respectful manner	community members in a respectful manner	community members in a respectful manner	parents/guardians, and community members in a respectful manner

Evidence: Teacher
- Picking students up from specials on time   - Faculty meeting sign in   - Communication logs with parents, newsletters, student interaction logs   - Skyward - attendance   - Substitute lesson plans   - Grading procedures   - Interactions with colleagues, administrators, parents and students   - Attendance: Exclusions and special circumstances should be documented with the Director of Human Resources by the staff member   - Online setting: Teacher offers a variety of days and times for office hours

Note: Domain Four does not calculate into the overall score if a staff member scores in the effective or highly effective categories. Any scores in the Improvement Necessary or Ineffective columns will deduct -0.25 from the overall score after domains 1, 2, and 3 are calculated.

<u>Remediation Plan Procedure for *Improvement Necessary* or *Ineffective* Performance Level</u> (IC 20-28-11.5)

If a teacher's Summary Evaluation performance level is ***Improvement Necessary or Ineffective***, the evaluator will meet with the teacher to determine a remediation plan.

A remediation plan shall be established between the evaluator and the teacher to include the following:

1. Review the specific performance expectation(s) not being met using the Rubric for Performance Level page(s) that applies to the performance expectation(s) not being met
2. Adjust the teacher observation/evidence sections of the Rubric for Performance Level page(s) as the indicators needed to improve the level of performance
3. Determine a system for monitoring the teacher's remediation plan
4. Determine resources and support needed
5. Determine the date by which the plan must be completed (no more than 90 school days)
6. Determine the use of the teacher's license renewal credits to be used for professional development to implement the remediation plan
7. Determine the date of the Conference for *Improvement Necessary/Ineffective*

Performance Level If the evaluator and the teacher cannot jointly establish the Remediation Plan, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher mid-plan. At this conference (refer to Remediation Plan), the evaluator will make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a remediation plan for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a remediation plan for *Improvement Necessary* or *Ineffective* performance level, the evaluator will inform the Superintendent of Jennings County School Corporation.

A teacher rated as "Ineffective" or "Improvement Necessary" may request a private conference with the superintendent.

- Teachers may request a conference with the superintendent within 5 calendar days in writing if they have questions, concerns or dispute the evaluation rating. The request may be hand delivered or sent via
  U.S. Mail.
- Following receipt of the request, the superintendent will schedule a meeting with the teacher within 10 calendar days.

<u>Secondary Evaluator</u>

When a teacher has been categorized as *Ineffective*, at the option of the teacher or the evaluator, a second evaluator may be appointed by the Superintendent or designee. The secondary evaluator will be an administrator in the building of the teacher or another trained administrator of the corporation. The secondary evaluator shall review the Remediation Plan and previous evaluations. In addition to the evaluator, the secondary evaluator shall monitor the teacher's progress on the plan and make a judgment on contract renewal. The secondary evaluator's judgment is moot if the evaluator concludes that the objectives of the plan have been met. The secondary evaluator and primary evaluator will discuss the teacher's progress and status with the final responsibility of determination of employment status resting with the building administrator.

After an evaluator has been assigned to a certified employee to perform a certified employee's evaluation, the certified employee may request the school corporation to assign an evaluator other than the evaluator assigned to perform the certified employee's evaluation.

REMEDIATION PLAN FOR *IMPROVEMENT NECESSARY/INEFFECTIVE*

If a teacher's performance level is ***Improvement Necessary/Ineffective***, the evaluator will meet with the teacher to determine a remediation plan.

A remediation plan shall be established between the evaluator and the teacher to include the following:

Plan Components	Action
1. Review the specific performance expectation(s) not being met using the Rubric for Performance Levels page(s) that applies to the performance expectation(s) not being met	
2. Adjust the teacher observation/evidence sections of the Rubric for Performance Levels page(s) as the indicators needed to improve the level of performance.	
3. Determine a system for monitoring the teacher's plan of assistance	
4. Determine resources and support needed (including the possible assignment of a consulting teacher)	
5. Determine the date by which the plan must be completed	
6. Determine the use of the teacher's license renewal credits to be used for professional development to implement the plan of assistance	
7. Determine the date of the Conference for *Improvement Necessary/Ineffective* Performance Level	

Sandbox, Graham

Position: Test
Graham Creek Elementary
Evaluation Ending Jun 2021
Finalization Worksheet
Primary Evaluator: Johnson, Nicole

Employee Effectiveness Rubric (EER)
Jennings County Teacher Effectiveness Rubric

	Rating	Weight	Weighted Rating
Domain 1: Preparation for Learning	3.00	X 0.330	0.99
Domain 2: Effective Instruction	3.00	X 0.340	1.02
Domain 3: Professional Practice	3.00	X 0.330	0.99
Domain 4: Core Professionalism			0.00
Final EER Score			3.00

Finalization Worksheet - Rubric Only

Component	Raw Score	Weight	Weighted Score
Employee Effectiveness Rubric	3.00	X 1.000	3.00
Sum of the Weighted Scores			3.00
Finalization			**Effective**

Rating	Range
Highly Effective	3.40 to 4.00
Effective	2.80 to 3.39
Improvement Necessary	2.00 to 2.79
Ineffective	less than 2.00

_____   _____
Staff Signature   *Date*

_____   _____
Administrator Signature   *Date*

Signature may not necessarily reflect agreement, but does reflect awareness of the content of the report. The teacher shall have an opportunity to attach a written reflection of any statements contained in this document.

☐   Renewal

☐   Remediation Plan for Improvement Necessary

☐   Non-Renewal

☐   Remediation Plan for Ineffective

Established

☐   Established

Professional

☐   Professional

Probationary

☐   Probationary

Glossary

Established Teacher- a teacher who serves under contract for Jennings County School Corporation before July 1, 2012

Evaluation- the process of conferencing with the teacher to discuss the summative results of the classroom (traditional or virtual settings) observations

Evidence- materials that relate to or affect instruction (e.g. lesson plans, assessments, unit planning materials, study guides, homework assignments, student work, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, IB portfolios, and other materials of a similar nature)

Formal Observation- an extended classroom visit (minimum of 30 minutes) by an evaluator to view the instructional activities of the teacher. This may be completed in the traditional or virtual classroom setting.

Informal Observation- a short classroom visit (minimum of 15 minutes) to observe the teacher in any of the domain areas (to be used as needed to document attainment of performance expectations). This may be completed in the traditional or virtual classroom setting.

Participatory Observation- is an extended classroom visit where the evaluator is actively involved in the learning activities but still able to observe the actions of the teacher. This may be completed in the traditional or virtual classroom setting.

Probationary Teacher- a teacher who does not have 2 summary performance levels of *Effective* or *Highly Effective or* a teacher who is in the first or second year of full-time teaching in a classroom.

Professional Teacher- a teacher who serves under contract after June 30, 2011, that receives 2 summary performance levels of *Effective* or *Highly Effective.*

Summary of Evaluation Conference- conference held to discuss the Summary of Performance Level

Summary of Performance Level- document shared with the teacher during their summary conference covering four domains

Teacher- any certified staff member

Credits (Course or PGP)- Teachers are required to earn Credits or PGP points for license renewal or lane changes as noted in the JCSC Contract.

❏ **JCSC Superintendent utilizes a modified RISE Model evaluation tool for JCSC Administrators.**

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❏ **The Performance Evaluation Committee convened on August 14, 2023 to review and revise this document. The Performance Evaluation Plan was discussed by Carrie Manowitz, Director of Curriculum and Instruction, during a public meeting on August 23, 2023.**