

Griffith Public Schools Employee Evaluation Plan

RISE Evaluation Plan Indiana Code 20-28-11.5 FY 2022-23 Annual Evaluations for all Certified Staff

At Griffith Public Schools, we believe:

- That providing effective teachers is the most important thing. Teachers capable of driving student learning outcomes, thus demonstrating that our students are growing both educationally and emotionally.
- Teachers deserve to be treated like the professionals they are.
- We have an obligation to our teachers, community, and students to provide a system that differentiates teacher performance in order to give accurate and applicable support and recognition for excellence.
- Our evaluation system will make a positive difference in teachers' everyday lives by providing detailed, constructive feedback, tailored to the individual needs of their classrooms and students.
- Griffith Public Schools utilizes the Indiana RISE 3.0 Evaluation Plan for measuring Professional Practice, the RISE Teacher Effectiveness Rubric provides an in-depth description for four performance levels: Highly Effective, Effective, Improvement Necessary, and Ineffective.
- The RISE assessment model Contains the following Domains: Instructional Planning, Effective Instruction, Teacher Leadership, and Core Professionalism.
- Domain 1: Purposeful Planning (10%) Teachers use Indiana content area standards to develop a rigorous curriculum map, relevant for all students. This builds meaningful units of study, continuous assessment and a system for tracking student progress. It also plans for accommodations and changes in response to a lack of student progress. 1 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: Effective Instruction (75%) Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect. 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 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: Teacher Leadership (15%) Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students. 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 Core

- Domain 4: Professionalism The final of the four domains that contribute to the professional practice rating, illustrate the minimum competencies expected in any profession.
 - Attendance
 - On-time arrival
 - Following policies and procedures
 - Respect
- IC 20-28-11.5-4 (c) (5), IC 20-28-11.5-4 (d) 2 Beginning of each school year, prior to August 1st, the superintendent or designee will meet with the Teachers and Union representative/s to discuss the evaluation plan and make any changes necessary in the plan. Afterwards, the superintendent will share the updated RISE Evaluation Plan with the school board and other stakeholders. After this information is shared, the evaluation process (pre-observation conferences, observations and evaluations) will begin. Principals (or other administrative staff) will share the observation process, rubric and evaluation process with teachers. Timing and Frequency of Observations Primary and Secondary Evaluators (RISE trained principals, assistant principals, special education director, curriculum director, and the superintendent) will conduct a minimum of observations as noted below for all certified teacher staff and support certified staff that obtained a summative score in the Effective or Highly Effective categories the previous year. Evaluators will perform online training through Standards for Success, which meets the requirements of IC-20-28-11.5-5(b).
- Observations will be spaced appropriately through the year not occurring 30 days prior to the end of the school year.
- Feedback will be provided to teachers after every observation through Standards for Success. Teachers have a right to discuss their evaluation with the evaluator and request a discussion with the Director of Curriculum and the Superintendent.
- The following guidelines meet all the components outlined in Indiana Code 20-28-11.5-4 Educator

Evaluation

- All teachers shall receive one summative performance evaluation every year that includes performance evaluations reported through the Griffith Teachers Effectiveness Rubric which requires classroom observations.

Observation requirements

- A minimum of 1 observation must be completed either in the first semester of the school year or within the first three months of a teacher's start date.
- All required observations must be completed one month before the last student day of school. Additional observations, those outside the required observations, may be completed during the last month.
- Additional observations may be conducted by trained employees who are outside of the collective bargaining unit.
- Teachers will be provided observation documentation notes not later than seven (7) school days after the observation is conducted. The observation documentation notes should be signed by the teacher to verify receipt, not agreement, of the notes. Both parties should receive a signed copy of the notes. Either party has 5 days after receipt of observation documentation to establish a meeting between both parties.
- Observations may be short or long in length.
- A Post Observation Notes Form that explains background information pertaining to the observed lesson may be provided by the teacher or requested by the observer.

The number of observations will vary by category of teacher:

- Category 1 - First and second year at Griffith teachers. These teachers will receive a minimum of 3 short observations and 2 long observations. One long observation will be conducted each semester. Teachers who start after the beginning of the school year will have the number of observations pro-rated based on their start date. For example, a mid-year hire would receive 1 long observation and 2 short observations.
- Category 2 - Teachers who have been teaching at least 2 years in Griffith and whose prior year rating was either effective or highly effective. These teachers will receive a minimum of 2 short observations and 1 long observation.
- Category 3 - Any teacher who had been previously rated as “improvement necessary” or “ineffective”. These teachers will receive a minimum of 3 short observations and 2 long observations. One long observation will be conducted each semester. These teachers will also be placed on an improvement plan.
- The summative performance evaluation must be completed by a building administrator.
- The building administrator will meet with the certificated employee to share and discuss the evaluation if requested by the staff member.

The following guideline pertains to teachers in need of improvement and/or for teachers who receive a rating of “Improvement necessary” or “Ineffective.”

- The following determines a teacher as one “in need of improvement”:
- Observations, review of documentation, dialogue with stakeholders, etc. that reveal a pattern of unacceptable performance.
- Once the evaluator determines that a teacher is “in need of improvement”, then the following will occur: The teachers will be placed on an improvement plan as outlined in the Employee handbook-
<https://in01000714.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=4017&dataid=5535&FileName=22-23%20Employee%20Handbook.pdf>
- For teachers in need of improvement and/or for teachers who receive a rating of “Improvement necessary” or “Ineffective”, evaluators will outline an improvement plan for that teacher.
- The improvement plan must state the specific indicators where improvement is necessary.
- The improvement plan must contain a time frame for which improvement is expected. The evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The evaluation plan will allow the teacher to receive additional PGP points towards licensure and will be specifically aligned with areas of concern.
- The improvement plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation.
- iv. Once the improvement plan is initiated, a follow-up short or long observation will be conducted by the evaluator. A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) school days after receiving notice that the teacher received a rating of ineffective. The

teacher is entitled to a private conference with the superintendent or superintendent's designee and will receive documentation of the meeting followed up in writing not later than five (5) school days.

Instruction Delivered by Teachers Rated Ineffective

A database of students who were taught by teachers rated as ineffective will be kept in our student management system. Principals will be responsible for scheduling students at each school. Principals shall schedule students in a way that avoids students being assigned to an ineffective teacher two years in a row. If this ever becomes unavoidable, principals will be responsible for informing the parents via letter or phone call; however, it has been our policy to never give students and ineffective teacher two year in a row.