

**School City of Whiting
Evaluation Plan
2022-2023 School Year**

Annual Performance Evaluations

Certificated Employee	Metric/Rubric Used to Evaluate	Evaluator
Teacher	Indiana RISE 3.0-Modified	Building Principal
Principal	Indiana RISE 3.0	Assistant Superintendent
Assistant Superintendent	Indiana RISE 3.0	Superintendent
Superintendent	ISBA/IAPSS Superintendent Evaluation Rubric	Board of School Trustees
Counselor	Indiana School Counselor Effectiveness Rubric	Building Principal
Librarian	School Librarian Evaluation Rubric (endorsed by Association for Indiana School Library Educators-AISLE)	Building Principal
Psychologist	School Psychologist Effectiveness Rubric (developed by workgroup of Indiana Association of School Psychologist-IASP)	Building Principal
Athletic Director	SCW Athletic Director Effectiveness Rubric	Whiting High School Principal

Rigorous measures of effectiveness including observations and other performance indicators

Certificated Employee	Rigorous measures of effectiveness, including observations; observations will be weighted at 100% to determine effectiveness
Teacher	Indiana RISE 3.0 Modified observation rubric
Principal	Indiana RISE 3.0 observation rubric
Assistant Superintendent	Indiana RISE 3.0 observation rubric
Superintendent	ISBA/IAPSS Superintendent Evaluation Rubric
Counselor	Indiana School Counselor Effectiveness Rubric; see scoring guidelines on page 7 of School Counselor Rubric (Available on the IDOE-Developing New Indiana Evaluations Learning Community)
Librarian	School Librarian Evaluation Rubric (endorsed by Association for Indiana School Library Educators-AISLE) See scoring guidelines on page 2 of School Librarian Rubric (Available on the IDOE-Developing New Indiana Evaluations Learning Community)
Psychologist	School Psychologist Effectiveness Rubric (developed by workgroup of Indiana Association of School Psychologist-IASP) (Available on the IDOE-Developing New Indiana Evaluations Learning Community)
Athletic Director	SCW Athletic Director Effectiveness Rubric developed by National Interscholastic Athletic Administrators-NIAAA

Designation in Rating Category

Certificated Employee	A summative rating as either highly effective, effective, improvement necessary, or ineffective
Teacher	Corporation adopted 1-4 scale for all certificated employees 1.0-1.49 pts = Ineffective 1.5-2.49 pts = Improvement Necessary 2.5-3.49 pts = Effective 3.5-4.0 pts = Highly Effective
Principal	Corporation adopted 1-4 scale for all certificated employees 1.0-1.49 pts = Ineffective 1.5-2.49 pts = Improvement Necessary 2.5-3.49 pts = Effective 3.5-4.0 pts = Highly Effective
Assistant Superintendent	Corporation adopted 1-4 scale for all certificated employees 1.0-1.49 pts = Ineffective 1.5-2.49 pts = Improvement Necessary 2.5-3.49 pts = Effective 3.5-4.0 pts = Highly Effective
Superintendent	Corporation adopted 1-4 scale for all certificated employees 1.0-1.49 pts = Ineffective 1.5-2.49 pts = Improvement Necessary 2.5-3.49 pts = Effective 3.5-4.0 pts = Highly Effective
Counselor	Corporation adopted 1-4 scale for all certificated employees

	<p>1.0-1.49 pts = Ineffective</p> <p>1.5-2.49 pts = Improvement Necessary</p> <p>2.5-3.49 pts = Effective</p> <p>3.5-4.0 pts = Highly Effective</p>
Librarian	<p>Corporation adopted 1-4 scale for all certificated employees</p> <p>1.0-1.49 pts = Ineffective</p> <p>1.5-2.49 pts = Improvement Necessary</p> <p>2.5-3.49 pts = Effective</p> <p>3.5-4.0 pts = Highly Effective</p>
Psychologist	<p>Corporation adopted 1-4 scale for all certificated employees</p> <p>1.0-1.49 pts = Ineffective</p> <p>1.5-2.49 pts = Improvement Necessary</p> <p>2.5-3.49 pts = Effective</p> <p>3.5-4.0 pts = Highly Effective</p>
Athletic Director	<p>Corporation adopted 1-4 scale for all certificated employees</p> <p>1.0-1.49 pts = Ineffective</p> <p>1.5-2.49 pts = Improvement Necessary</p> <p>2.5-3.49 pts = Effective</p> <p>3.5-4.0 pts = Highly Effective</p>

Negative impact on student learning shall be defined as follows: (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

The summative rating of a teacher with NI will be decreased as follows: A summative rating of Highly Effective or Effective will be decreased to Improvement Necessary due to the negative impact determination. A summative rating of Improvement Necessary will be decreased to Ineffective due to a Negative Impact rating.

Evaluation Feedback

Certificated Employee	Recommendations for improvement and the time in which improvement is expected
Teacher	<p>Process for Delivering Feedback on Evaluations The principals will use PIVOT software to deliver feedback within seven (7) days of the observation.</p> <ol style="list-style-type: none"> 1. Teachers who have been evaluated for three or more years with a rating of Effective and/or Highly Effective will participate in a modified observation plan of a minimum of one long (40 minute) formal observation and one short (10 minute) informal observation per school year. 2. Teachers who have been evaluated for at least one year and not more than 3 years with a rating of Effective and/or Highly Effective will participate in a modified observation plan of a minimum of two long (40 minute) formal observations per school year and a minimum of one short (10 minute) informal observation per school year. 3. New teachers will follow the traditional plan of a minimum of 2 long (40 minute) formal observations and three short (10 minute) informal observations per school year. 4. Teachers on the modified plan who receive a Needs Improvement and/or Ineffective on the summative evaluation will have to revert to the traditional RISE model. They will become eligible for the modified plan once they have met the criteria of having a rating of Effective and/or Highly Effective. 5. During the formative process, the teacher and/or principal may have the option to request additional observations. 6. Pre-conferences are not required, but post conferences following the long formal observations are required. <p>Timeline for Appealing an Evaluation Currently, the principals must conduct the post evaluation conference within 7 days of the formal evaluation. Teachers also have a 7 day period in which to raise concerns regarding their formal evaluation.</p>

	<p>Process for Tying Evaluation Results to Professional Development A menu of professional development activities will be made available to teachers who are ineffective or need improvement. These activities include but are not limited to:</p> <ul style="list-style-type: none"> ● Coursework ● Professional development sessions, conferences ● Teacher mentors ● Modeling-providing a substitute for an hour and allowing a teacher to observe a highly effective teacher on a specific skill or competency ● Coaching-having a highly effective teacher come in and coach the struggling teacher on a specific skill or competency ● Create professional learning communities and allow for reflection on instructional practices on specific skills or competencies, identifying exemplars for each ● Teaching rounds where departments or individual teachers are able to observe each other and give formative feedback, align level of expectations, and build culture and ownership on the level of instruction <p>If a teacher is on a remediation plan, he/she is required to show how these professional development activities relate to his/her evaluation results and quest for improvement.</p>
Principal	<p>Process for Delivering Feedback on Evaluations The assistant superintendent will use PIVOT software to deliver feedback within seven (7) days of the observation. Furthermore the assistant superintendent will have a minimum of four (4) conferences with the principal during the school year.</p> <p>Process for Tying Evaluation Results to Professional Development A menu of professional development activities will be made available to principals who are ineffective or need improvement. These activities include but are not limited to:</p> <ul style="list-style-type: none"> ● Coursework ● Professional development sessions, conferences ● Principal mentors ● Modeling-allowing a principal to observe a highly effective principal within the district or outside of the district on a specific skill or competency ● Coaching-having a highly effective principal come in and coach the struggling principal on a specific skill or competency ● Create professional learning communities and allow for reflection on instructional practices on specific skills or competencies, identifying exemplars for each ● Teaching rounds where principals are able to observe each other and give formative feedback, align level of expectations, and build culture and ownership on the level of instruction <p>If a principal is on a remediation plan, he/she is required to show how these professional development activities relate to his/her evaluation results and quest for improvement.</p>

<p>Assistant Superintendent</p>	<p>Process for Delivering Feedback on Evaluations The superintendent will meet with the assistant superintendent to deliver feedback within seven (7) days of the observation.</p> <p>Process for Tying Evaluation Results to Professional Development Opportunities are made available for the assistant superintendent to attend workshops and conferences that align to areas of need.</p>
<p>Superintendent</p>	<p>Process for Delivering Feedback on Evaluations The Board of School Trustees will meet with the superintendent in executive session to deliver feedback on the evaluation.</p> <p>Process for Tying Evaluation Results to Professional Development Opportunities are made available for the superintendent to attend workshops and conferences that align to areas of need.</p>
<p>Counselor</p>	<p>Process for Delivering Feedback on Evaluations The principals will use PIVOT software to deliver feedback within seven (7) days of the observation.</p> <ol style="list-style-type: none"> 1. Counselors who have been evaluated for three or more years with a rating of Effective and/or Highly Effective will participate in a modified observation plan of a minimum of one long (40 minute) formal observation and one short (10 minute) informal observation per school year. 2. Counselors who have been evaluated for at least one year and not more than 3 years with a rating of Effective and/or Highly Effective will participate in a modified observation plan of a minimum of two long (40 minute) formal observations per school year and a minimum of one short (10 minute) informal observation per school year. 3. New counselors will follow the traditional plan of a minimum of 2 long (40 minute) formal observations and three short (10 minute) informal observations per school year. 4. Counselors on the modified plan who receive a Needs Improvement and/or Ineffective on the summative evaluation will have to revert to the traditional RISE model. They will become eligible for the modified plan once they have met the criteria of having a rating of Effective and/or Highly Effective. 5. During the formative process, the counselor and/or principal may have the option to request additional observations. 6. Pre-conferences are not required, but post conferences following the long formal observations are required. <p>Timeline for Appealing an Evaluation Currently, the principals must conduct the post evaluation conference within 7 days of the formal evaluation. Counselors also have a 7 day period in which to raise concerns regarding their formal evaluation.</p> <p>Process for Tying Evaluation Results to Professional Development A menu of professional development activities will be made available to Counselors who are ineffective or need improvement. These activities include but are not limited to:</p>

	<ul style="list-style-type: none"> ● Coursework ● Professional development sessions, conferences ● Counselor mentors ● Modeling-providing a substitute for an hour and allowing a counselor to observe a highly effective counselor on a specific skill or competency ● Coaching-having a highly effective counselor come in and coach the struggling counselor on a specific skill or competency ● Create professional learning communities and allow for reflection on instructional practices on specific skills or competencies, identifying exemplars for each ● Teaching rounds where individual counselors are able to observe each other and give formative feedback, align level of expectations, and build culture and ownership on the level of instruction <p>If a counselor is on a remediation plan, he/she is required to show how these professional development activities relate to his/her evaluation results and quest for improvement.</p>
<p>Librarian</p>	<p>Process for Delivering Feedback on Evaluations</p> <p>The principals will use PIVOT software to deliver feedback within seven (7) days of the observation.</p> <ol style="list-style-type: none"> 1. Librarians who have been evaluated for three or more years with a rating of Effective and/or Highly Effective will participate in a modified observation plan of a minimum of one long (40 minute) formal observation and one short (10 minute) informal observation per school year. 2. Librarians who have been evaluated for at least one year and not more than 3 years with a rating of Effective and/or Highly Effective will participate in a modified observation plan of a minimum of two long (40 minute) formal observations per school year and a minimum of one short (10 minute) informal observation per school year. 3. New librarians will follow the traditional plan of a minimum of 2 long (40 minute) formal observations and three short (10 minute) informal observations per school year. 4. Librarians on the modified plan who receive a Needs Improvement and/or Ineffective on the summative evaluation will have to revert to the traditional RISE model. They will become eligible for the modified plan once they have met the criteria of having a rating of Effective and/or Highly Effective. 5. During the formative process, the librarian and/or principal may have the option to request additional observations. 6. Pre-conferences are not required, but post conferences following the long formal observations are required. <p>Timeline for Appealing an Evaluation</p> <p>Currently, the principals must conduct the post evaluation conference within 7 days of the formal evaluation. Librarians also have a 7 day period in which to raise concerns regarding their formal evaluation.</p> <p>Process for Tying Evaluation Results to Professional Development</p>

	<p>A menu of professional development activities will be made available to librarians who are ineffective or need improvement. These activities include but are not limited to:</p> <ul style="list-style-type: none"> ● Coursework ● Professional development sessions, conferences ● Librarian mentors ● Modeling-providing a substitute for an hour and allowing a librarian to observe a highly effective librarian on a specific skill or competency ● Coaching-having a highly effective librarian come in and coach the struggling librarian on a specific skill or competency ● Create professional learning communities and allow for reflection on instructional practices on specific skills or competencies, identifying exemplars for each ● Teaching rounds where individual librarians are able to observe each other and give formative feedback, align level of expectations, and build culture and ownership on the level of instruction <p>If a librarian is on a remediation plan, he/she is required to show how these professional development activities relate to his/her evaluation results and quest for improvement.</p>
Psychologist	<p>Process for Delivering Feedback on Evaluations The evaluator will meet with the employee to discuss summative evaluation and recommendations for improvement at the end of the year conference.</p> <p>Process for Tying Evaluation Results to Professional Development A menu of professional development activities will be made available to psychologists who are ineffective or need improvement. These activities include but are not limited to:</p> <ul style="list-style-type: none"> ● Coursework ● Professional development sessions, conferences ● Allowing a psychologist to observe a highly effective psychologist outside the district <p>If a psychologist is on a remediation plan, he/she is required to show how these professional development activities relate to his/her evaluation results and quest for improvement.</p>
Athletic Director	<p>Process for Delivering Feedback on Evaluations The evaluator will meet with the employee to discuss summative evaluation and recommendations for improvement at the end of the year conference.</p> <p>Process for Tying Evaluation Results to Professional Development A menu of professional development activities will be made available to psychologists who are ineffective or need improvement. These activities include but are not limited to:</p> <ul style="list-style-type: none"> ● Coursework ● Professional development sessions, conferences ● Allowing an athletic director to observe a highly effective athletic director outside the district <p>If an athletic director is on a remediation plan, he/she is required to show</p>

	how these professional development activities relate to his/her evaluation results and quest for improvement.
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Evaluation Plan Discussion

Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted

The assistant superintendent will provide an annual board report of the evaluation plan at a school board meeting before the evaluations are conducted. Each board member will receive a copy of the evaluation plan.

Process for involving the Whiting Teachers' Association

The Whiting Teachers' Association will select representatives to serve on the RISE committee. The superintendent will meet with the RISE committee at the end of each school year to reflect on the current evaluation plan and determine if changes are needed. Minutes will be maintained of this meeting. Modifications will be forwarded to the school board for formal board action.

Certificated Employee	Only individuals who have received training and support in evaluation skills may evaluate certificated employees
Teacher	<p>All teachers will receive an overview of the RISE rubric, observation processes/logistics, analyzing student data, measures of student learning, and summative scoring. Training will be incorporated into professional development programs, supervisor-led training, and virtual training. The district will work closely with the IDOE and the service center.</p> <p>All teacher conferences/evaluations will be conducted by the building principal. All principals are sent to RISE training through the service center. There is ongoing discussion in principal meetings and with the RISE committee on improving the evaluation system.</p> <p>All new administrators and new certified staff are provided with PIVOT (online evaluation system) training at the beginning of the year.</p>

	Updates are provided as needed throughout the year.
Principal	<p>All principal conferences/evaluations will be conducted by the assistant superintendent. The assistant superintendent was sent to RISE training through the service center. There is ongoing discussion with the superintendent and the principals on improving the evaluation system.</p> <p>The superintendent meets monthly with the Northwest Indiana Superintendent Study Council which allows for a sharing of concerns/issues with the evaluation process and strategies that are working for them. Professional development activities are often planned by the Study Council to support areas of needs, such as the new evaluation system.</p>
Assistant Superintendent	The assistant superintendent will be evaluated by the superintendent.
Superintendent	The superintendent will be evaluated by the Board of School Trustees.
Counselor	The counselor will be observed/evaluated by the high school principal. The RISE training offers many of the same strategies that can be implemented with this non-teaching certificated position. In addition, the principal will use the resource material available on the IDOE-Developing New Indiana Evaluations Learning Community.
Librarian	The librarian will be observed/evaluated by the high school and/or middle school principal. The RISE training offers many of the same strategies that can be implemented with this non-teaching certificated position. In addition, the principal will use the resource material available on the IDOE-Developing New Indiana Evaluations Learning Community.
Psychologist	The psychologist will be observed/evaluated by the middle school principal. The RISE training offers many of the same strategies that can be implemented with this

	non-teaching certificated position. In addition, the principal will use the resource material available on the IDOE-Developing New Indiana Evaluations Learning Community.
Athletic Director	The athletic director will be observed/evaluated by the high school principal. The RISE training offers many of the same strategies that can be implemented with this non-teaching certificated position. In addition, the principal will use the resource material available with the NIAAA.

Feedback and Remediation Plans

If a certificated employee receives a rating of ineffective or improvement necessary, 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 remediation 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. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee’s license renewal credits under this subsection.

Certificated Employee	System for delivering summative evaluation results	Remediation plan creation and timeframe	Description of how employee license renewal credits will be incorporated into remediation
Teacher	Principals will conduct a post-conference within 7 days of the completion of the summative rating to deliver evaluation	If a teacher receives an ineffective or needs improvement, the principal and teacher will develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the evaluation. Clear achievement goals based on areas/domains where a rating of ineffective or needs improvement was indicated will be set. All professional	All PGP’s approved for license renewal credit must be aligned with areas/domains in which a rating of needs improvement

	results.	development and PGP's will be aligned with areas of need. Teachers on a remediation plan will be required to demonstrate how chosen professional development activities relate to the improvement plan. Principal will make three (3) additional observations during the 90 day period to assess progress/improvement in areas of deficiency. Principal will conduct a post-conference within five (5) days of each observation.	or ineffective was indicated on teacher's summative evaluation and remediation plan.
Principal	Assistant superintendent will conduct a post-conference within 7 days of the completion of the summative rating to deliver evaluation results.	If a principal receives an ineffective or needs improvement, the superintendent and principal will develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the evaluation. Clear achievement goals based on areas/domains where a rating of ineffective or needs improvement was indicated will be set. All professional development and PGP's will be aligned with areas of need. Principals on a remediation plan will be required to demonstrate how chosen professional development activities relate to the improvement plan. Superintendent will make three (3) additional observations during the 90 day period to assess progress/improvement in areas of deficiency. Superintendent will conduct a post-conference within five (5) days of each observation.	All PGP's approved for license renewal credit must be aligned with areas/domains in which a rating of needs improvement or ineffective was indicated on principal's summative evaluation and remediation plan.
Assistant Superintendent	Superintendent will meet with the assistant superintendent to deliver the summative evaluation results.	n/a	n/a
Superintendent	The Board of School Trustees will meet with the superintendent	n/a	n/a

	to deliver the summative evaluation results.		
Counselor	Principal will conduct a post-conference within 7 days of the completion of the summative rating to deliver evaluation results.	If a counselor receives an ineffective or needs improvement, the principal and counselor will develop clear achievement goals based on areas/domains where a rating of needs improvement or ineffective was indicated. A menu of professional development activities will be made available to counselors who are rated as ineffective or needs improvement. These activities include but are not limited to the following: coursework, professional development sessions and conferences, and outside observations of a highly effective counselor. Counselors who are rated as ineffective or needs improvement will be required to demonstrate how chosen professional development activities relate to the improvement plan.	All PGP's approved for license renewal credit must be aligned with areas/domains in which a rating of needs improvement or ineffective was indicated on counselor's summative evaluation and remediation plan.
Librarian	Principal will conduct a post-conference within 7 days of the completion of the summative rating to deliver evaluation results.	If a librarian receives an ineffective or needs improvement, the principal and librarian will develop clear achievement goals based on areas/domains where a rating of needs improvement or ineffective was indicated. A menu of professional development activities will be made available to librarians who are rated as ineffective or needs improvement. These activities include but are not limited to the following: coursework, professional development sessions and conferences, and outside observations of a highly effective librarian. Librarians who are rated as ineffective or needs improvement will be required to demonstrate how chosen professional development activities relate to the improvement plan.	All PGP's approved for license renewal credit must be aligned with areas/domains in which a rating of needs improvement or ineffective was indicated on librarian's summative evaluation and remediation plan.
Psychologist	Principal will conduct a post-conference within 7 days	If a psychologist receives an ineffective or needs improvement, the principal and psychologist will develop clear achievement goals based on	All PGP's approved for license renewal credit

	of the completion of the summative rating to deliver evaluation results.	areas/domains where a rating of needs improvement or ineffective was indicated. A menu of professional development activities will be made available to psychologists who are rated as ineffective or needs improvement. These activities include but are not limited to the following: coursework, professional development sessions and conferences, and outside observations of a highly effective psychologist. Psychologists who are rated as ineffective or needs improvement will be required to demonstrate how chosen professional development activities relate to the improvement plan.	must be aligned with areas/domains in which a rating of needs improvement or ineffective was indicated on psychologist's summative evaluation and remediation plan.
Athletic Director	Principal will conduct a post-conference within 7 days of the completion of the summative rating to deliver evaluation results.	If an athletic director receives an ineffective or needs improvement, the principal and athletic director will develop clear achievement goals based on areas/domains where a rating of needs improvement or ineffective was indicated. A menu of professional development activities will be made available to athletic directors who are rated as ineffective or needs improvement. These activities include but are not limited to the following: coursework, professional development sessions and conferences, and outside observations of a highly effective athletic director. Athletic directors who are rated as ineffective or needs improvement will be required to demonstrate how chosen professional development activities relate to the improvement plan.	All PGP's approved for license renewal credit must be aligned with areas/domains in which a rating of needs improvement or ineffective was indicated on athletic director's summative evaluation and remediation plan.

Process for those rated as ineffective to request conference with superintendent

Teachers, counselors, librarians, psychologists, and athletic directors who receive 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) days after receiving notice that they received a rating of ineffective.

Instruction Delivered by Teachers Rated Ineffective

When it is possible, students will be reassigned to a different teacher in that grade level or content area. When this is not possible due to the limited choices resulting from being a small school district, the students' parents will be informed via a letter that the teacher has been rated as ineffective two years in a row. Non-English speaking parents will receive the letter in their native language. The parent will be notified before the start of the second consecutive school year.

The students' parents will be informed via a letter that the teacher has been rated as ineffective two years in a row. The parent will be provided with the new teacher assignment. When a choice is not available due to staff limitations, the parent will receive notice in a letter. Non-English speaking parents will receive the letter in their native language. The parent will be notified before the start of the second consecutive school year.