

# **WARSAW COMMUNITY SCHOOLS**



## **WCS C-19 Evaluation Plan 2021-2022**

## WCS C-19 Evaluation Plan

Warsaw Community School's mission is to inspire and equip all students to continuously acquire and apply knowledge and skills while pursuing their dreams and enriching the lives of others. To move our mission forward, WCS supports a fair, credible and accurate evaluation plan to differentiate staff performance and to support professional growth.

Due to the constraints of operating during a pandemic, the WCS C-19 Evaluation Plan will:

- **Be Annual:** Every certificated staff member, regardless of experience, will receive meaningful feedback on their performance on an annual basis. This includes teachers, administrators, counselors, principals and superintendent.
- **Include Four Rating Categories:** WCS wants to support all teachers to perform at their highest level. The WCS C-19 Evaluation Model will identify those teachers who are achieving the greatest success and will provide support to those who are new or struggling.

## EVALUATION PLAN COMPONENTS

The following components of the WCS C-19 Evaluation Plan fulfill the requirements of Indiana Code. Supporting documents and information about the evaluation plan follows this overview. In addition at the end of each section, the resources that give greater detail and clarity are listed.

## ANNUAL EVALUATIONS

The WCS C-19 Evaluation Plan provides for annual performance evaluations for each certificated employee (as required by IC 20-29-2-4). A district-wide evaluation metrics has been devised to ensure evaluation of all employees. This plan will be discussed annually with WCEA (Warsaw Community Education Association). *Resource: Appendix A*

The primary evaluator uses professional judgement to establish final rating in each of the competency of the domains of Planning, Instruction, and Involvement. After considering all the information, the primary evaluator averages his/her final ratings in each competency to assess the teacher and assign a final rating within the first three domains.

Summative Ratings\*:

Teacher/Administrator Effectiveness Rubric	100%
TOTAL	100%

\*The summative rating method above will apply to evaluations from the 2021-2022 academic year. This summative rating structure will be applied for future purposes or until the evaluation committee establishes a new summative rating system.

## **RIGOROUS MEASURES OF EFFECTIVENESS**

All employees evaluated under the WCS C-19 Evaluation Plan will have an assigned rubric with detailed descriptions of each performance level. The district has selected/created rubrics for all employees including, but not limited to, administrators, teachers, guidance counselors, MHT's, SLP's, Special Education Coordinators and other certificated employees (as required by IC 20-28-11.5-4(c) (3)). *Resource: Appendix C, Online Link #2;*

## **ASSESSMENT OF STUDENT GROWTH**

Student growth will be determined by the WCS formative assessment strategy (see Appendix N) in which students take interim assessments to gauge mastery of core standards. Teachers utilize this data to adjust instruction and remediate gaps. Administrators meet with teachers to discuss their data and set remediation goals for students. During these data conversations principals can gauge teacher effectiveness through measurable student outcomes and the results are noted through the use of the WCS C-19 rubric.

## **DESIGNATION OF RATING CATEGORY**

All rubrics used in the WCS C-19 Evaluation Plan include the following performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective. Each rubric clearly defines the expectations for each competency within each domain. Determining the final summative rating for a teacher includes all components of the evaluation plan including but not

limited to student performance data and observation results. (as required by IC 20-28-11.5-4(c) (4) and (6)). *Resource: Appendix C, Online Link # 1;*

## **EVALUATION FEEDBACK**

The purpose of the WCS C-19 Evaluation Plan is to improve student learning through employee evaluation. If a time aC-19 Evaluation Models that an evaluator feels an Established Educator needs to make specific changes, a Professional Development Plan (may either be through Intensive Assistance or a 45-Day Plan) will be created (as required by IC 20-28-11.5-4(c) (5) and IC 20-28-11.5-4(d)).

Together, the evaluator and employee will determine goals that need to be achieved. Specific action needed to achieve these goals as well as a timeline will be developed jointly. The purpose of the Professional Development Plan is to positively affect student achievement by improving teaching

*Resource: Appendix C, Online Link # 1*

## **EVALUATORS**

WCS C-19 Evaluation Model Evaluators will be trained by approved providers (i. e. Region 8, IDOE, etc.) (As required by IC 20-28-11.5-1, IC 20-28-11.5-5 (b), and IC 20-28-11.5-8 (a) (1) (D)). Only certified administrators will serve as evaluators within the district.

\* Secondary observers providing peer to peer feedback may include district instructional coaches, coordinators, and department heads. All secondary observers will also be trained by approved providers. Teachers may elect to use this feedback as a short evaluation.

*Resource: Appendix A; Appendix C, Online Link #3*

## **FEEDBACK AND REMEDIATION PLANS**

Listed below is a timeline of required observations, as well as guidelines for required feedback, within the WCS C-19 Evaluation Plan (as required by IC 20-28-11.5-6).

## **OBSERVATIONS:**

- Short Observation: 10 minutes in duration
- Long Observation: a minimum of 30 minutes or full class/lesson

## **TIMELINE:**

### **Long Cycle: Beginning Educator Cycle, (1st - 3rd year teachers)**

Short Observation	August 30 - May 20st
Long Observation	August 30 - May 20st
End-of-Year Summative Meeting	By end of contract: May 27th

*Additional evaluations may be completed to provide beginning educators with feedback and ongoing support.*

### **Short Cycle: Established Educator Cycle, (4th year teacher and beyond)**

Short Observation	August 30 - May 20st
Long Observation	August 30 - May 20st
End-of-Year Summative Meeting	By end of contract: May 27th

*At least one observation (short or long) must be completed in semester 1. There may be uncontrollable circumstances that make it impossible for an administrator to meet this timeline.*

*All teachers will receive the full cycle of evaluations unless additional observations are requested by the administrator OR teacher.*

## **DOMAINS #1 AND #3:**

- ***Teachers do not need to upload artifacts***
- Building principals will discuss with teachers in the fall how they document these domains.

## **SCHEDULING OF OBSERVATIONS BY ADMINISTRATORS**

- All long cycle observations are unannounced
- All short observations are unannounced

## **PEER-TO-PEER OBSERVATIONS**

All Peer-to-Peer trained staff members, including instructional coaches, may conduct a Peer-to-Peer observation. Teachers may choose to use this as their short observation.

## **NEGATIVE IMPACT\***

Negative impact on student learning for WCS teachers shall be defined as follows:

- (1) For classes measured by statewide assessments with growth model data, WCS will use the IDOE cut levels in growth results that determine negative impact on growth and achievement. <https://license.doe.in.gov/login>
- (2) For classes that are not measured by statewide assessments, WCS will examine interim formative assessment data that shows a significant number of students across a teacher's classes over a three year period, fails to demonstrate student learning or mastery of standards established by the state.

\*WCS understands this runs counter to HEA 1002, which removes assessment results from certified employees' annual evaluations. At this time, rules have not been changed by SBOE that would allow for revision of this definition. Therefore, the existing definition of Negative Impact must be used. If SBOE makes changes to the existing definition of Negative Impact after the submission deadline, WCS will submit an updated plan through DOE online is acceptable.

## **INTENSIVE ASSISTANCE PLAN**

The WCS C-19 Evaluation Model Committee has implemented the “Intensive Assistance Plan” for teachers who are rated below a 3.0 on the WCS C-19 Evaluation Model Evaluation. Notification of this process can occur at any time in which a teacher falls below the 3.0 rating. A Teacher may accept or decline the Intensive Assistance Plan.

In conjunction with state requirements and if a teacher elects to decline the Intensive Assistance Plan, the WCS C-19 Evaluation Model requires that a teacher who is rated as ineffective or improvement necessary shall receive a Professional Development Plan from his/her administrator (as required by IC 20-28-11.5-6).

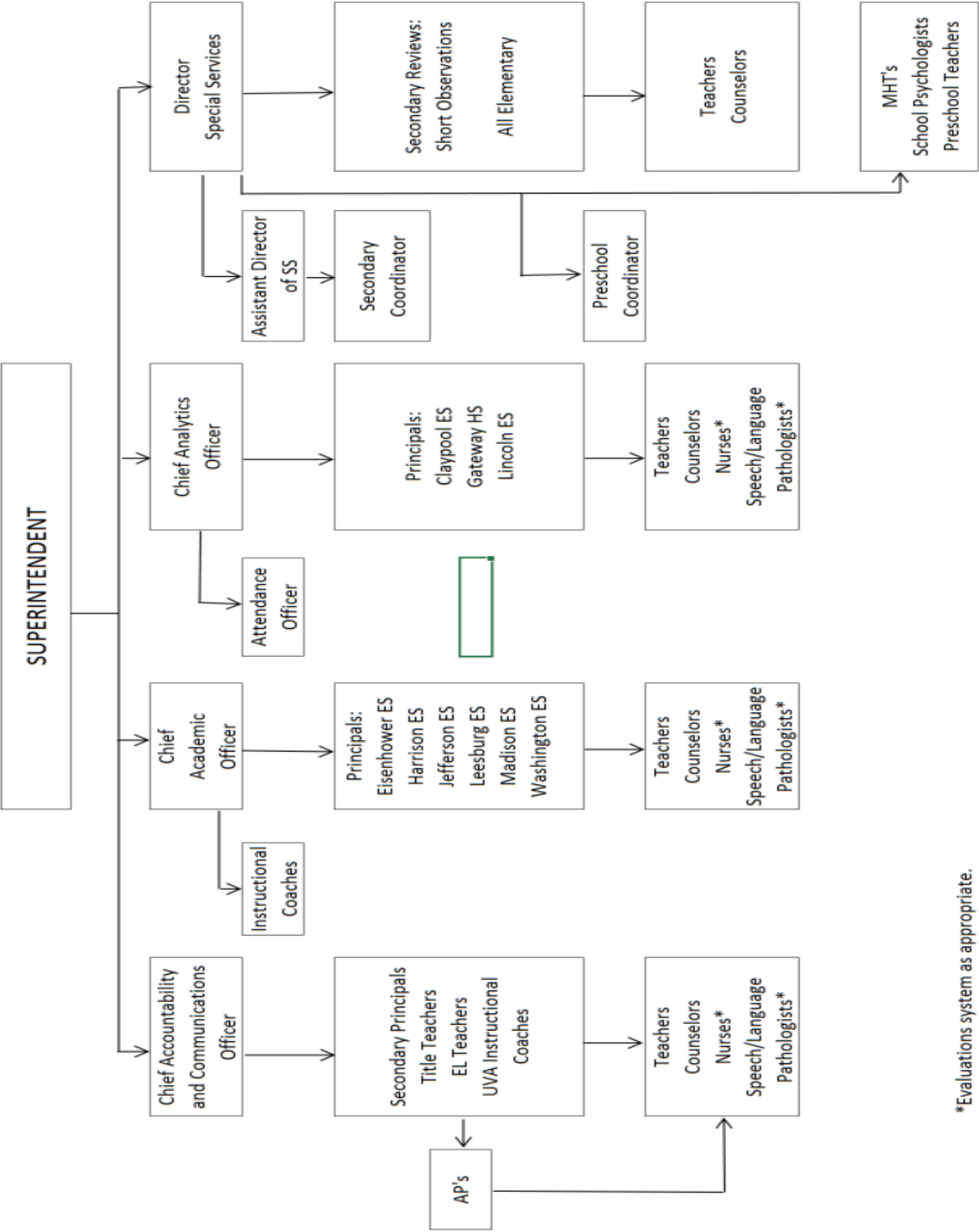
An employee who receives a summative rating of ineffective may file a written request for a private conference with the superintendent or the superintendent’s designee no later than five (5) school days after receiving notice that the teacher received a rating of ineffective. The written request must be submitted to the superintendent’s administrative assistant. The teacher is entitled to a private conference with the superintendent or superintendent’s designee (as required by IC 20-28-11.5-6).

*Resource: Appendix C, Online Link #1—pages 50-53*

## **INSTRUCTION DELIVERED BY TEACHERS RATED AS INEFFECTIVE**

WCS C-19 Evaluation Model requires that a student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of who was rated as ineffective in the school year immediately before the school year in which the student is placed in the respective teacher’s class. If it is not possible to comply with this, Warsaw Community Schools will notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective. The parent must be notified in writing before the start of the second consecutive school year (as required by IC 20-28-11.5-7).

APPENDIX A



\*Evaluations system as appropriate.



**APPENDIX B      Update links****Link #1:**

<https://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-30.pdf>

**Link #2:**

<https://learningconnection.doe.in.gov/>

**Link #3:**

<https://www.r8esc.k12.in.us/>