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WESTVIEW SCHOOL CORPORATION

CERTIFIED PERSONNEL

HANDBOOK

09/2020

WELCOME TO WESTVIEW!

INTRODUCTION/PURPOSE

This handbook is intended to describe certain employee benefits, procedures, practices, and conditions of employment as they existed for certified employees of Westview School Corporation at the time of this publication. They are subject to change in whole or part as the School Corporation deems fit in its ongoing review of such matters in an efforts to make Westview Schools a better place to work.

The provisions of this handbook are intended as general guidelines only and are not intended as a contract or as any promise of continued employment or of any specific benefit, process, or condition. The provisions of this handbook are subordinate to and shall not be construed nor applied in any manner that is inconsistent with applicable law, policies of the School Board, or negotiated agreement with the Westivew Education Associaton.

The description of any group benefits, such as group insurance, health benefit plans, retirement plans, is intended merely as a general summary and identification of said benefits. The plan documents, summary plan descriptions, and certificates of coverage should be consulted for the details of any group benefit plan.

EXCLUSIVE BARGAINING AGENT – Westview Education Association (WEA)

The WEA is the exclusive bargaining agent for certified teaching employees at Westview School Corporation. The Westview School Corporation administration and board will coordinate all formal discussions and negotiations within the Westview School Corporation with the WEA.

The WEA and/or its representatives may conduct its business and visit schools to investigate teacher complaints when schools are not in regular session or at times mutually agreed upon by WEA representatives and the building principal involved. Such representatives shall always first report to the office of said principal upon arrival.

The WEA and/or its representatives may:

- A. Post materials that have WEA sponsorship or approval on the bulletin board in the faculty workroom.
- B. Use the school building at reasonable times when school is not in regular session to have meetings.
- C. Use or have access to teacher mailboxes to insert notices, etc., provided that WEA sponsorship of said materials appears thereon.

Matters or concerns previously discussed which the WEA may desire to present to the Westview Board of Education at any of its regular meetings shall be placed on the agenda of that meeting provided such request is presented to the superintendent’s office 48 hours prior to the start of the meeting.

Westview administrative officials hereby agree to grant a maximum of 45 minutes for a WEA meeting to be held at the general teachers’ meeting scheduled each year on the initial workday for teachers.

RECRUITMENT SELECTION AND JOB ASSIGNMENT

The central office shall receive applications for all positions.

Applications will be screened and qualified candidates will be referred to the appropriate principal or director for interview, who will supply recommendations for employment to the superintendent. The superintendent will make recommendations to the Westview Board of Education.

65 All permanent teaching and extra-curricular vacancies that occur during the regular school year will be posted in
66 each school. Qualified Westview teachers wishing to apply either for transfer to the vacant position or for an
67 extracurricular assignment must do so within 10 days of the posting or announcement date. The administration
68 shall discuss with the association any reductions in staffing necessary due to enrollment, program or budgetary
69 changes.

70 The addition of new extra-curricular positions and filling existing extra-curricular positions may be determined
71 yearly. For existing sports/activities, the building principal and program directors will meet prior to the start of
72 the season/activity to determine the number of coaches/sponsors in a sport/activity. They will make a
73 recommendation to the superintendent based on the number of students desiring to participate, difficulty
74 coordinating the activity/sport and finances available. They will also make recommendations to the
75 superintendent to decide if a sport/activity should be offered in a given year. If there are changes from the
76 previous year’s program, the superintendent will discuss their recommendation and his/her decisions with the
77 W.E.A. president with a list of sports/activities to be offered.

78
79 **TEACHER DAYS AND HOURS**

80
81 The length of the day which teachers are contracted to teach or work in teaching related items shall be 8 hours.

82 The Westview Board of Education shall set the starting and closing times of the teachers’ workday after discussion
83 with the WEA. Mandatory meetings may occasionally be held outside hours set by the board but should normally
84 not exceed once per month. It is recognized that Westview has a dedicated teaching staff that often attends
85 meetings and volunteers to work beyond these hours and mandatory meetings. Teachers who are unable to
86 volunteer extra time will not be evaluated negatively for their inability to serve in this capacity.

87 Certified staff may observe school delays as announced but are welcome to come as soon as they are able to travel
88 to work. Cancelled days will be made-up so certified staff are not required to report on days that school is
89 cancelled. Cancelled school days are unpaid days.

90 The place of work shall be in the school building to which the teacher is assigned unless otherwise directed by the
91 teacher’s supervising principal.

92 Student days will number 180, and a full-time regular teacher’s contract shall be based upon 185 days (180 student
93 days and 5 work days without students present). The position of athletic director will consist of 190 days. The
94 positions of agriscience / business, fulltime Jr. high school counselor, fulltime Sr. high school counselor and k12
95 media specialist will consist of 195 days. The position of athletic trainer will consist of 200 days.

- 96 I. It shall be the option of a tenured teacher in the Westview Jr.-Sr. High School to give up his or her preparation
97 period in order to supervise a study hall or to be assigned noon supervision if no teacher is scheduled to
98 supervise the study hall or is assigned noon supervision. The study hall and noon supervision opening must be
99 posted and all teachers having a preparation period during the time of the opening must be allowed to apply
100 for the opening. Pay will be the negotiated hourly rate (currently \$10 per period covered) for study hall or
101 noon supervision duties during preparation periods at the Jr. Sr. High School.
102

103 **WAGES AND FRINGE BENEFITS**

104 Will be described in the negotiated agreement.

105 **PROFESSIONAL PERFORMANCE REWARDS PROGRAM**

106 *Recognizing those employees who go above and beyond*

107 Purpose: To financially reward certified employees who are consistently professional and positive while
108 completing their job responsibilities.

109 Valuable contributions come in many forms, and include but are not limited to:

- 110 • Being a positive example to staff and students
- 111 • Giving attention to details
- 112 • Having a high attendance rate
- 113 • Showing respect to all people all the time
- 114 • Displaying a positive attitude when encountering challenges
- 115 • Who is eligible for the incentive money: Certified board approved employees covered by the negotiated
116 agreement. Employees must be actively employed on the award date and for a minimum of 60 workdays
117 leading up to the award date.

118
119 Details:

- 120 • Financial rewards will be paid twice a school year. Reward amounts are subject to negotiations.
- 121 • The first reward payment of the school year will occur in November. The second reward payment of the school
122 year will occur in March.
- 123 • Certified staff not determined to not be eligible will be notified in writing by evaluating principal prior to the
124 award date.
- 125 • Behaviors from the previous award date or date of hire and the award date will be considered when
126 determining eligibility for the award.

127
128 **FAMILY AND MEDICAL LEAVE ACT**

129 The Westview Board of Education has adopted Board Policy 3430.01 pursuant to the Family and Medical
130 Leave Act (FMLA). The policy may apply in situations involving paid leave, unpaid leave, or both. See the policy for
131 details.
132

133 **PAID LEAVE**

134
135 Will be described in the negotiated agreement.
136

137 **SICK LEAVE BANK**

138 Will be described in the negotiated agreement.
139

140 **SEVERANCE AND RETIREMENT**

141 Will be described in the negotiated agreement.
142

143 **PROFESSIONAL LEAVE**

144 Will be described in the negotiated agreement.
145

146 **UNPAID LEAVE**

147
148 I. Health

- 149 A. An employee shall be granted a health leave after one (1) year of service if the employee requests such
150 leave and the request is supported by a physician’s statement. The leave may be granted up to a maximum
151 of one (1) year plus an unfinished year (each instance). Per the Family Medical Leave Act (FMLA) benefits
152 and the corporation’s contribution toward any health benefits will be paid for 12 weeks (60) days if the
153 leave is determined to be eligible for FMLA leave. Sick days utilized do not extend the 60 days eligible
154 under FMLA. To extend insurance coverage beyond 60 days, the employee must make arrangements with
155 the business office for payment in advance of the premiums.
- 156 B. In the event that the Board has reason to believe an employee’s physical or mental health may be
157 interfering with the successful performance of his or her responsibilities, the Board may require an
158 examination and doctor’s statement certifying that the employee is physically and/or mentally capable of
159 completing the duties required of his or her assignment. The employee may choose the doctor from a panel
160 of at least five (5) doctors determined by the Board. The cost of the examination will be borne by the
161 Board. After such examination, and based upon the results of examination, the Board may place an
162 employee on unpaid leave for health reasons. A second examination may be requested by either party,
163 with the cost borne by the requesting party.
- 164 C. Teachers returning from health leaves shall receive the base salary earned prior to the leave and be
165 reinstated with all benefits as allowed by the carrier restored in full to which he or she was entitled at the
166 time the leave commenced.
- 167 D. The teacher must confirm his or her intention to return to active teaching by notifying the Superintendent
168 by May 1 of the leave year.
- 169 E. If the vacated position still exists, the teacher will be re-assigned to that position in the same school upon
170 return. If not, he or she shall be given a comparable position within the school system.

171 II. Professional Leave of Absence Without Pay

- 172 A. A leave of absence without pay may be granted by the Board to an employee for the purpose of travel,
173 teaching abroad or in a college or university, advanced study, high elective office in an educational
174 association or organization, or other work or study programs related to his or her teaching responsibilities.
175 Such leaves should enhance the employee’s professional growth and ability and opportunity for
176 contributing to the education of students of the Westview School Corporation.
- 177 B. Application for a leave of absence shall be submitted to the superintendent on or before March 1 of the year
178 prior to the academic year in which the employee desires to be on leave. The superintendent will evaluate
179 the request and make subsequent recommendation to the school board based on the following criteria:
180
 - 181 1. filing prior to the deadline date
 - 182 2. purpose of the leave
 - 183 3. professional growth of the employee
 - 184 4. potential benefit to the school system
 - 185 5. potential benefit to the students of the school system
 - 186 6. other factors deemed important

- 188 C. The applicant will be notified on or before April 1 of the disposition of said request.
- 189 D. An employee will be eligible to apply for a leave of absence without pay after he or she has served two (2)
- 190 consecutive years in the Westview School Corporation. If granted a leave of absence, he or she will be
- 191 eligible to apply for a second leave after the completion of five (5) years of service.
- 192 E. Employees on such leave may continue in the group major medical, hospitalization, and life insurance plans
- 193 at their own expense by paying the premium in advance. Arrangement for payment shall be made through
- 194 the business office.
- 195 F. Approval of any professional leave of absence by the Board will be contingent upon employment of an
- 196 employee qualified to assume the applicant’s duties.
- 197 G. The board reserves the right to reject any or all requests for professional leaves of absence.
- 198 H. A professional leave of absence, once granted, may not be terminated by the employee or the board before
- 199 the date of expiration, except by mutual agreement.
- 200 I. The leave of absence may be granted for one (1) year, and may be extended to a maximum of two (2) years
- 201 by the Board.
- 202 J. Teachers returning from professional leaves shall retain full credit for years of teaching service prior to the
- 203 leave and be reinstated with all benefits restored in full to which he or she was entitled at the time the
- 204 leave commenced.
- 205 K. The teacher must confirm his or her intention to return to active teaching by notifying the superintendent
- 206 by May 1 of the leave year.
- 207 L. If the vacated position still exists, the teacher will be re-assigned to the position in the same school upon
- 208 return. If not, he or she will be given a comparable position within the school system.

209 III. Family Leave

- 211 A. Family leave shall be granted for up to one year without pay once child placement is finalized. Written
- 212 notification of pending adoption/leave requests are to be directed to the superintendent.

213 IV. Maternity Leave

- 214 A. Teacher who is pregnant may continue in active employment as late into pregnancy as she wishes, if she
- 215 can fulfill the requirements of her position. Temporary disability caused by pregnancy shall be governed
- 216 by the following:
- 217 B. Any teacher who is pregnant shall be granted a leave of absence any time between the commencement of
- 218 her pregnancy and one (1) year following the birth of the child, if she notifies the superintendent at least
- 219 thirty (30) days before the date on which she wishes to start her leave. She shall notify the superintendent
- 220 of the expected length of this leave. In the case of a medical emergency caused by pregnancy, the teacher
- 221 shall be granted a leave, as otherwise provided in this section, immediately on her request and the
- 222 certification of the emergency from an attending physician.
- 223 C. All or part of a leave taken by a teacher because of a temporary disability caused by pregnancy may be
- 224 charged, at her discretion, to her available sick days. The teacher is entitled to complete the remaining
- 225 leave without pay. In the event the teacher wishes to begin the maternity leave at the beginning of a school
- 226 year, accumulated sick leave days from previous years of employment may be utilized. Payment for
- 227 accumulated sick leave days will only be made after a corresponding number of workdays are missed.
- 228 Payment terms must be arranged with the business office.
- 229 D. Leave Days will be awarded upon return to employment on a prorated basis based on days actually
- 230 worked.
- 231 E. The teacher must confirm her intention to return to active teaching by notifying the superintendent in
- 232 writing by May 1 of the leave year.

233 Leave requests not covered by current provisions may be appealed to the Superintendent.

236 **COMPLAINTS AND MISUNDERSTANDINGS**

237 Recognizing that in the natural course of operating the school certain complaints and misunderstanding will
238 inevitably arise, this procedure is set forth to assist in the alleviation of such situations.

- 239 1. All certified personnel should discuss openly with their principal any complaints or misunderstandings,
240 which may arise from their conditions of employment.
- 241 2. If, after sincere efforts have been made by the employee to solve the problem with the principal the
242 employee may then notify the principal that they still consider the problem unresolved and request the
243 complaint be submitted to the superintendent.
- 244 3. The superintendent shall investigate and reply in writing.
- 245 4. A final review of the superintendent's decision may be requested only for cases where written policy or
246 conditions of employment have not been clearly defined. Such appeal may be made to the Westview Board
247 of Education, through the superintendent, and should include written evidence from the superintendent
248 and the employee concerning all efforts made to resolve the complaint.
- 249 5. The Westview Board of Education will act upon the complaint within a reasonable time after the appeal is
250 made.

251
252
253 **DUE PROCESS**

254 School Board Policy #3139, 3140, 3142 and Indiana Code I.C. 2-28-7.5
255

256 **SOCIAL MEDIA**

257 Social media shall be defined as internet-based applications (such as Facebook, MySpace, Twitter, etc.) that turn
258 communication into interactive dialogue between users. The Board authorizes the instructional staff to access
259 social media from the Corporation's network, provided such access has an educational purpose for which the
260 instructional staff member has the prior approval of the Superintendent. However, personal access and use of
261 social media, blogs, or chat rooms from the Corporation's network is expressly prohibited and shall subject
262 students and staff members to discipline in accordance with Board policy.

263 Staff members are prohibited from electronically transmitting any personally identifiable image of a student(s),
264 including video, photographs, streaming video, etc. via email, text message, or through the use of social media
265 and/or online networking media, such as Facebook, Twitter, YouTube, MySpace, Skype, blogs, etc., unless such
266 transmission has been made as part of a pre-approved curricular matter or co-curricular/extracurricular event or
267 activity such as a school-sponsored publication or production.

268 Staff members shall only engage in electronic communication with students via email, texting, social media and/or
269 online networking media, such as Facebook, Twitter, YouTube, MySpace, Skype, blogs, etc., when such
270 communication is directly related to curricular matters or co-curricular/extracurricular events or activities with
271 prior approval of the principal.
272

273 **USE OF LAPTOPS**

274 School issued laptops are school property on loan to the employee and may be taken home if all requirements and
275 training are completed. Employees must have their laptop at work every day. Any information accessed, stored or
276 communicated using school corporation equipment can be reviewed, evaluated, saved or removed by the school
277 district. The computer must be returned when requested and will be reimaged and cleared of all data as necessary
278 for school purposes. Employees should not have any expectation of privacy when using school equipment and

279 should not have any expectation that personal data will be preserved. Failure to follow the Acceptable Use Policy
280 by accessing or allowing others access to inappropriate materials on school equipment issued to the employee may
281 place the employee's job in jeopardy.
282

283 **STUDENT ACHIEVEMENT GOALS**

284



Student Achievement Goals (SAGs)

Administrator and Staff Member Goal Sharing

Staff Member:

School Year:

Building Administrator:

Each certified teacher and building administrator will collaboratively identify goals directed towards professional growth. One or two goals may be listed in each of the two sections below. SAGS contribute ten (10) points towards the Westview Compensation Model.

Teacher Goal(s): *To be written by staff, either as individuals, grade levels, or departments as directed by the building administrator.*

Evidence Indicators/Outcomes: *(Once specific goals are written, identify evidence indicators/outcomes to be used to assess success. Some options include student participation, student work, classroom performance, formative assessment results, classroom climate assessments, lesson plans, a reflective journal, student achievement data, or classroom observations.)*

Building Administrator Goal(s): *(To be written by the building administrator.)*

Evidence Indicators/Outcomes: *(Once specific goals are written, identify evidence indicators/outcomes to be used to assess success. Some options include student participation, student work, classroom performance, formative assessment results, classroom climate assessments, lesson plans, a reflective journal, student achievement data, or classroom observations.)*

The goals have been successfully met.

The goals have not been successfully met.

Signature of Administrator _____ Date _____

Signature of Teacher _____ Date _____



School/Student Academic Goals (SAGs)

Academic Needs of Students Program Goals

Administrator and Staff Member Goal Sharing

The basic **timeline** of the School/Student Academic Goals (SAGs) is:

1. Each spring, as a part of the RISE End of Year Review, teacher and administrator will begin the goal setting process for the following school year.
2. By Labor Day of the year the goals are to be implemented, teacher and administrator will have brief communication to review and/or set goals discussed for the school year.
3. As a part of the RISE End of Year Review, teacher and administrator will review established goals and whether or not they were successfully completed. Both will sign off on the form showing they agree with the decision.
4. Results will be used to assign negotiated points to the negotiated compensation model.

Goal Development

Goals should be:

- Specific enough to be clear
- Attainable in the given time (from the beginning of the school year to the spring End of Year Review)
- Relevant to the teacher's specific teaching role and student achievement
- Aligned with school, grade level/department, or individual PLC activities

Goals can be set through:

- Self-reflection on specific student needs
- Reflective discussion of strengths and weaknesses related to RISE evaluation
- Based upon school, grade level/department, individual PLC activities
- Academic and learning targets for the coming year
- District-wide initiatives to improve student academic achievement

The desire of all involved with developing this model has been to create a plan that is:

- Easy to explain
- Easy to implement
- Connected with the RISE rubric and PLC journey
- Supportive of development of teachers

364 **TEACHER EVALUATION**

365
366 RISE as modified for Westview will be the evaluation model. An employee working less than a full year due to
367 health, maternity, or other approved leave must be responsible for their job assignment for a minimum of 90 days
368 for the evaluation to be considered a full evaluation.

369 Summary of Plan:

370

**WESTVIEW EVALUATION PLAN
as submitted September 2016**

Executive Summary

Narrative

Evaluations are annual, include student growth data, and include four rating categories. Westview’s goal for the evaluation a way to recognize excellence, drive improvement and provide a way to allocate financial rewards to provide both an incentive to those teachers fulfilling the rigorous criteria set up by the corporation following the Westview RISE, resulting in increased academic achievement by its students. One of the most important things school corporations can do, according to research, is to make sure classrooms are led by an effective teacher, and supporting teachers will continue to be a major focus at Westview. Our evaluation gives teachers at every skill level concrete, useful feedback that is moving them forward. Feedback includes what they are doing well and what can be done better. Westview teachers will need to be rated *Effective* or *Highly Effective* according to the Westview RISE evaluation rubrics, which also means they do not *negatively impact* student success. Westview’s goal of implementing the Westview RISE Evaluation and Development System to its full potential, along with providing incentive and reward pay, will allow us to continue as a well respected school, attracting dedicated teachers.

The transition to Westview RISE has been a collaborative effort. The process began with administrators following the development of RISE and other evaluation models. This led to the creation of a research team comprised of individuals representing our different schools and various grade levels. Research done by this team guided the selection of the RISE model, without modifications, as approved by the School Board. Next, administrators were trained to do fair and accurate evaluations using RISE rubrics early in 2012 with professional guidance offered by the education service center in our area. Implementation of RISE occurred during the 2012-13 school year. The new compensation model, aligning with the RISE model, was developed. Westview’s School Board, administrators, and the Westview Education Association (WEA) and have pledged their support to continue to work collaboratively to create a compensation package following all applicable Indiana Codes.

Domain: Teacher Evaluation Plan

Indicator 1.1: Annual Evaluations

Source: IC 20-28-11.5-4(c)(1)

Narrative: The extent to which the corporation’s application includes the following:
- The ability to evaluate the effectiveness of all teachers in the school corporation at least once annually.

Standard: Evaluation plan includes the ability to evaluate every certificated employee at least once annually and with fidelity.

Exceeding Standard: Evaluation plan aligns the evaluation of principals and the superintendent with that of teachers; systems and processes exist to monitor the implementation and effectiveness of the plan; stakeholder feedback, especially teachers, is valued and gathered at regular intervals to assess the effectiveness of the plan and inform the need for future revisions; teachers and principals engage in professional development experiences designed to help them learn more about the plan and its implementation.

Narrative 1.1: Annual Evaluations

The Westview School Corporation's implementation of the Westview RISE Evaluation and Development System requires annual evaluations of all certified employees as required by IC 20-28-11.5-4. Westview recognizes certified employees as all who have a contract with the school system requiring a license or permit from the IDOE. In addition to classroom teachers, special education teachers, our school psychologist, principals, and the corporation superintendent are included. All evaluations involve evidence collected throughout the year, short and long observations, goal setting, and professional growth opportunities. Westview has researched various resources to find rubrics to fit the needs of our certified staff not in the traditional classroom and have chosen ones provided by RISE or that best align to RISE. Also reviewed and selected were the RISE rubrics for principals and superintendent, (See Appendix B), which parallel the teacher rubrics, by being annual, fair, transparent, evidence based, and having 4 rating categories. Also, the principal and superintendent rubrics allow for constructive feedback to share what is going well and what could use improvement.

The 2011-12 process of selecting which evaluation plan best supported the needs of Westview School Corporation involved a diverse team of professionals. The group's members included administration, teachers from various school buildings/grade levels in the corporation, a school psychologist and special education director, and a curriculum director. This combination of individuals allowed for representation and communication throughout the school corporation. These representatives have continued to operate as a team during the training and implementation of RISE.

To monitor the implementation of the Westview RISE Evaluation and Development System, The Westview School Corporation is fully utilizing the web based evaluation program www.StandardForSuccess.com. This program allows teachers to monitor the status of their evaluations and give feedback to the evaluator. This system also allows our Curriculum Director access to oversee the evaluations being completed by the 6 trained evaluators in the school corporation to check for issues related to consistency; types of evidence being collected; and being on schedule. Westview values the user friendly aspect this program provides which allows all materials related to a teacher's evaluation be available at any time of any day. The Curriculum Director also uses the information provided by the program to seek the professional development needs of individual staff members, and then look for appropriate training opportunities, and provide feedback to evaluators.

Opportunities to educate staff members, engage them in meaningful conversation, and give/receive feedback related to Westview RISE happen on Monday mornings. Each Westview school has a scheduled delayed start time for students, but teachers report at the regular time for focused professional development time. Principals have engaged their staff in training videos, Power Points, group discussions, role modeling, and collaboration, often using resources provided by the IDOE. As a part of the on-going training, principals have put together schedules that allow them to focus on Westview RISE related training at different parts of the school year to keep information fresh and pertinent. Professional development experiences for evaluators will continue to be provided by the education service center, and also by the curriculum director during principal meetings using service center and IDOE supplied support materials.

The written Evaluation Plan will be posted on the corporation website and provided to individuals by the building principal or other administrator trained to do the evaluation. The evaluation will be explained prior to the evaluation beginning. Suggested changes will be explained to the discussion team for the Westview Education Association and discussed prior to any changes being explained to the Westview Board of School Trustees in a public meeting and recommended for approval by the board.

446 **Domain: Teacher Evaluation Plan**

447 **Indicator 1.2:** Objective measures of student achievement and growth significantly inform the evaluation.

449 **Sub-Indicator 1.2.1:** The objective measures must include student assessment results from statewide assessments for teachers whose responsibilities include instruction in subjects measured in statewide assessments.

452 **Sub-Indicator 1.2.2:** Methods of assessing student growth are included in evaluations of employee who do not teach tested subjects.

454 **Sub-Indicator 1.2.3:** Student assessment results from locally developed assessments and other test measures are included in evaluations of all employees.

457 **Source:** IC 20-28-11.5-4(c)(2)

459 **Narrative:** The extent to which the corporation's application includes the following:

- 461 - Student assessment results from statewide assessments for certificated employees whose responsibilities include instruction
- 462 in subjects measured in statewide assessments
- 463 - Methods of assessing student growth are included in evaluation of employees who do not teach tested subjects.
- 464 - Student assessment results from locally developed assessments and other test measures are included in evaluations of all
- 465 employees.

466 **Standard:** Objective measures of student achievement and growth are included to the extent that teacher effectiveness is differentiated by performance data. Growth and achievement data for all teachers who teach subjects assessed by ISTEP+ or other statewide standardized assessments is included in their evaluation. A process exists for determining the most appropriate assessments used as measures of student learning for teachers of non-tested subjects. The assessments chosen for teachers of non-tested subject have adequate content coverage and standards alignment, rigor, and security. The weight of statewide assessment data serves as the teacher's primary measure of student learning.

473 **Exceeding standard:** The plan includes multiple sources of objective student data; promotes the use of data to determine students' level of preparedness; utilizes Student Learning Objectives or other measures to establish rigorous learning goals for all students; contains procedures for reviewing the rigor of student learning objectives or other locally selected measures of teacher effectiveness; contains systems and process for analyzing student progress towards learning goals; promotes data-driven planning and instruction by providing teachers with time for collaboration around the creation of student learning objectives and common assessments and the analysis of student performance data; the plan includes the appropriate differentiation in weighting of student measures based on teacher assignment.

481 **Maximum points available: 15**

482 **Narrative 1.2: Objective Measures of Student Achievement and Growth Significantly Inform the Evaluation**

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484
485
486 The Westview School Corporation includes objective measures of student achievement and student growth through the use of the Westview RISE Evaluation and Development System as set forth in IC 20-28-11.5-4 for all certified employees. Please view rubrics including summative scoring in appendix B for details on administration and support positions. Westview teachers are grouped into 3 categories to decide the weight of the various measures being used to arrive at a final rating. The groupings are as follows:

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	School Wide Learning Model	Student Learning Objectives	Individual Growth Model Data / Academic Standards	Teacher Effectiveness Rubric (RISE)
Group 1 Teachers with half/more than half Growth Model classes	5%	10%	20% IGM / 15% academic standards	50%
Group 2 Teachers with Less than half Growth Model classes	5%	15%	10% IGM / 10% academic standards	60%
Group 3 Teachers with Non-Growth Model classes only	5%	20%	Not Used	75%

497

498 As a part of Westview's comprehensive evaluation system, Student Learning Objectives (SLOs) are to be written
 499 early in the first semester as long term goals for the teacher. Administrators work to train teachers in the
 500 process of writing SLOs during scheduled Monday morning delays using training materials offered by our
 501 educational service center and the IDOE. Each SLO is to be measurable, specific, aligned to common core
 502 standards, and based on academic growth. Teachers are to track progress of their written SLOs and refine
 503 instruction as needed. The use of the website www.StandardForSuccess.com allows teachers to log in to their
 504 personal profile and submit their SLOs to the building principal to review for approval. (See Appendix B)
 505

506

507 In selecting quality assessments to be used to measure student achievement, Westview places a high value on
 508 reliability of results, the alignment of questions to standards, and the format and quality of the questions.
 509 Therefore, when possible, state exams are used for the student learning piece of the evaluation. The following is
 510 the hierarchy of assessments:

511

1	State Provided Assessments	These assessments include ILEARN, ECAs, WIDA, etc. that are mandated to be used state-wide.
2	Common Corporation Assessments	These assessments are used across the Westview School Corporation, and include NWEA, mClass, and Kindergarten Screening.
3	Common School Assessments	These assessments are teacher created, but used for each classroom teaching a specific subject, such as a final exam used for all physics classes.
4	Classroom Assessments	These assessments are used by one teacher.

512

513 Statewide testing does not cover all of Westview's teachers/classrooms, so alternatives have been established
 514 to measure student growth for those teachers(IC 20-28-11.5 (B)). This list will be re-visited annually. To be
 515 approved, an assessment must be approved by the building principal, who may get assistance from department
 516 chairs or team leaders, to check for how well questions cover all key standards, are appropriately challenging
 517 for the grade level and course, are free from bias, and reasonable for completion in the amount of time allotted.

518 Data driven instruction is supported through the use of Title 2A funds. Staff are trained to better use data to
 519 guide their planning and instruction through the use of scheduled delayed starts on Monday mornings that
 520 allow for teacher collaboration. Participation in in-services focused on the use of data in the classroom will
 521 continue as organized by the Curriculum Director and principals. These plans will work to develop a more data
 522 driven district.

<p>Domain: Teacher Evaluation Plan</p> <p>Indicator 1.3: Measures of Teacher Effectiveness</p> <p>Source: IC 20-28-11.5-4(c)(3)</p> <p>Narrative: The extent to which the corporation’s application includes the following:</p> <ul style="list-style-type: none"> - Evaluation plans include rigorous measures of effectiveness, including observations and other performance indicators.
<p>Standard: The evaluation plan includes rigorous measures that can accurately differentiate teacher effectiveness. Rigorous means that effectiveness can be differentiated through observation rubrics that define teacher/student behaviors for each metric at each performance category; rubrics are based on both teacher and student actions and outcomes that are identified as leading indicators of student learning. The rubric contains rigorous measures that are different yet complimentary. Measures do not duplicate areas of performance. The rubric shows alignment to state standards.</p> <p>Exceeds standard: Plan calls for the use of short observations or walkthroughs, promotes variation in the number and duration of observations based on the observed level of teacher effectiveness, and is utilized to create a shared vision of teaching excellence around each rubric indicator.</p> <p>Does not meet standard: Includes observation rubrics, but are not considered rigorous; rubrics are teacher focused without attachment to student outcomes; rubric is not research based and does not include state standards; rubric makes frequent use of subjective language.</p>
<p>Maximum points available: 5</p>

523

Narrative 1.3: Measures of Teacher Effectiveness

The Westview RISE Evaluation and Development system being used by the Westview School Corporation rigorously measures the effectiveness of teachers through a minimum of 2 extended/planned observations (approximately 40 minutes in length), and 2 unplanned short/unplanned observations (approximately 10 minutes in length). Evaluators add observations to this minimum as needed, using their professional judgment. Also, teachers receiving professional development, in response to evaluations, will experience an increase in short observations/walk-throughs. The use of RISE satisfies the evaluation requirements set forth in IC 20-28-11.5 (C) (3).

Evidence collected during an evaluation is both matched with a standard (when applicable) and given a 1 to 4 rating based on how well the standard was addressed. Evaluators were trained to use only collected evidence, such as scripted notes, to align evidence to standards and give the 1 to 4 rating.

Evaluations are followed by written feedback provided to the teacher. Evaluators are expected to provide feedback within 7 days of short observations and within 7 days of extended observations. Following each extended observation, feedback is given during a face-to-face conference and in written form. Westview values self-reflection of staff and therefore provides a post-observation form to use for reflection and to bring to conferences. (See Appendix B) Another method of post-observation communication is available through www.StandardforSuccess.com, the web based program used by the corporation to manage RISE. Teachers can type in responses to their evaluation; have them posted in their profile; read by the evaluator; and read their feedback. This site also allows teachers to upload documents that support what was done in a lesson, or to show what was done post-observation as a follow up activity. Westview values the follow up piece for discussing strengths and weaknesses seen in the classroom, to brainstorm ways to show improvement if necessary, to set goals, and establish timelines.

Summative evaluations will be done by evaluators in April and May. A summative conference will then be held with each teacher and the evaluator to discuss the results. If needed, plans for further professional development will occur during this conference. Final ratings will happen when all results of state mandated testing, such as ISTEP+, are available. This will likely happen during the summer months.

Domain: Teacher Evaluation Plan

Indicator 1.4: Designation in rating category

Source: IC 20-28-11.5-4(c)(4) and (6)

Narrative: The extent to which the corporation’s application includes the following:

- Each evaluated teacher will receive a summative rating as Highly Effective, Effective, Improvement Necessary, or Ineffective.
- A final summative rating is modified if and when a teacher negatively affects student growth.
- All evaluation components, including but not limited to student performance data and observation results, are factored into the final summative rating.

Standard: The final rating for each evaluated employee is one of the four categories required in statute; all measures included in the evaluation, such as student data and observation results, determine final rating; systems are in place to allow teachers of both tested and non-tested subjects who negatively affect student growth to be identified and re-categorized.

Exceeds Standard: Systems and processes are established to ensure the credible differentiation of teacher performance across the four categories of effectiveness. Systems and processes are established to ensure the early identification and support of teachers projected to be rated in the improvement necessary or ineffective category.

Does not meet standard: The system is not organized into the 4 statutory categories or the system provides fewer than 4 categories. Summative ratings are not determined by all measures included in the evaluation. The plan does not provide for rating adjustment based on negative impact on student learning.

Maximum points available: 5

564 **Narrative 1.4: Designation in Rating Category**

565 Westview School Corporation teachers are rated as *Highly Effective, Effective, Improvement Necessary, or*
 566 *Ineffective, as directed by IC 20-28-11.5-4(c)(4)*. The category placement comes from the collection of
 567 individual growth model data, student learning objectives, RISE rubric (with areas of planning, instruction,
 568 leadership, and core professionalism), and school-wide learning measures. The four ratings are defined as:

- 569 • **Highly Effective** – Consistently exceeds expectations for professional practice, student achievement
 570 and professional contribution to the school or corporation.
- 571 • **Effective** – Consistently meets expectations for professional practice, student achievement and
 572 professional contribution to the school or corporation.
- 573 • **Improvement Necessary** – Requires a change in performance before he/she meets expectations for
 574 student achievement and professional contribution to school or corporation.
- 575 • **Ineffective** – Consistently fails to meet expectations for professional practice, student achievement
 576 and contribution to school or corporation.

577
 578 Evaluators increase the frequency of observations and collection of evidence during this professional
 579 development time. Evaluators and the Curriculum Director work collaboratively on professional
 580 development opportunities to support the educator. Such professional development may include the award
 581 of Professional Growth Points (PGP) that count toward license renewal. Through
 582 www.StandardForSuccess.com the Curriculum Director monitors evaluations of teachers receiving support.
 583 Title 2A funds are being used to allow for training for needs shown necessary through RISE evaluations.
 584 Placement in the bottom 2 categories keeps a teacher from receiving any incentive pay.

585
 586 Artifacts and information provided by the teacher are used to determine a score for the Teacher
 587 Effectiveness Rubric for Domain 1: Planning. For Domain 2: Instruction, information collected throughout
 588 the year from short and extended observations is used. Information for Domain 3: Leadership, comes from
 589 observations and information collected throughout the school year.

590
 591 Domain 4: Core Professionalism is included in each summative rating. This domain has two ratings: *Meets*
 592 *Standard* and *Does Not Meet Standard*. The 4 items included are: attendance, on-time arrival, policies and
 593 procedures, and respect. If *Meets Standard* is the final rating, then 0 points are deducted from the final
 594 Teacher Effectiveness Rubric Score, involving Domains 1-3. If a final rating *Does Not Meet Standard* is given,
 595 1 point is deducted from the final Teacher Effectiveness Rubric score.

596 Proper notification and opportunity to improve is critical if there is concern the teacher may not be meeting
 597 the standard. The following steps should be followed.

- 598 1. Teacher must be notified in writing of behaviors putting them at risk of not meeting the standard and
 599 that if things do not change the standard may not be met.
- 600 2. A written improvement plan must be jointly prepared by the teacher and evaluator that include
 601 current deficiencies, expectations for improvement, a time line for demonstration of improvement, and
 602 approximate date of next evaluation.
- 603 3. After a second meeting the evaluator shall provide a written determination and if continued
 604 improvement is necessary, a second written improvement plan must be jointly prepared by the
 605 teacher and evaluator that include current deficiencies, expectations for improvement, a time line for
 606 demonstration of improvement, and approximate date of next evaluation.
- 607 4. If after a second meeting there is not adequate improvement in the judgment of the evaluator a written
 608 notice can be given that the teacher is not meeting the standard and the point may be deducted.
- 609 5. The evaluator may also determine the standard was not met by commitment of a single act of an
 610 egregious nature by the teacher. The teacher shall have opportunity to respond to the determination

and may appeal the determination to the superintendent. Final determination will be in written form and be given to the teacher prior to the point being deducted.

After figuring Domain 4: Core Professionalism into the Teacher Effectiveness Rubric, the scores from the teacher’s student learning measures are combined, and a final rating is figured.

In accordance with IC 20-28-11.5-4(c)(6), Westview School Corporation employees found to negatively affect student achievement and growth are not be eligible for a rating of *Highly Effective* or *Effective* on their final rating. 511 IAC 10-6-4 sets a definition for negative impact as:

- (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. Cut levels shall be published by August 1.
- (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.

For teachers without data from the Indiana Growth Model, Westview School corporation will address the areas of academic standards, demonstration of mastery, and significant number of students by defining negative impact as:

- a. The teacher receives an ineffective rating on both SLOs (class and targeted, or both targeted) AND
- b. Fewer than 80% of his/her students pass the end of course assessment.

A teacher found to have a negative impact on student learning must receive a final rating as either *improvement Necessary* or *Ineffective*. Evaluators will determine which of the 2 categories to use based on the varied measures included in the performance evaluation.

<p>Domain: Teacher Evaluation Plan</p> <p>Indicator 1.5: Evaluation Feedback</p> <p>Source: IC 20-28-11.5-4(c)(5) and (d)</p> <p>Narrative: The extent to which the corporation’s application includes the following:</p> <ul style="list-style-type: none"> - Recommendations for improvement are made and include the time in which improvement is expected. - The evaluator shall discuss the evaluation with the certificated employee. <p>Standard: Evaluation plans include process for providing recommendations for improvement, how these recommendations will be explained, and the time in which improvements are necessary. Recommendations are driven by results of evaluation.</p> <p>Exceeds standard: The plan clearly articulates a process for delivering actionable feedback and recommendations for improvement at key intervals throughout the year. The plan includes processes for identifying and defining specific weaknesses and strengths of the employee to provide targeted follow up support. Utilize tools and strategies that help evaluators provide actionable development steps to teachers.</p>

641 **Narrative 1.5: Evaluation Feedback**

642 Feedback to teachers is provided following observations through post-observation conferences and the use of
643 tools provided by the RISE Evaluation and Development System and on www.StandardForSuccess.com.
644 Feedback is focused on the use of the evidence collected by the evaluator. Evaluators have been trained to include
645 areas of strength and areas of weakness. Teachers are asked to sign evaluation feedback forms as evidence of the
646 conference. (See Appendix B)

647
648 Short observations are followed with written feedback within two school days and may be followed with a post-
649 observation conference if requested by teacher or evaluator within 5 days. A post-conference for extended
650 observations is mandatory and must take place within 7 days of the observation. Those who receive a Needs
651 Improvement or Ineffective rating make plans for professional development with their evaluator. These plans are
652 specific to the needs of the teacher. Professional developments plans last up to, but not exceeding, 90 school days,
653 and make use of license renewal credits.
654

<p><u>Domain: Overall Evaluation System</u></p> <p>Indicator 2.1: Evaluators</p> <p>Source: IC 20-28-11.5-1; IC 20-28-11.5-5(b); and IC 20-28-11.5-8(a)(1)(D)</p> <p>Narrative: The extent to which the corporation’s application includes the following:</p> <ul style="list-style-type: none"> - Only individuals who have received training and support in evaluation skills may evaluate certificated teachers. - If a teacher is to serve as an evaluator, he or she must clearly demonstrate a record of effective teaching over several years, be approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of his or her responsibilities. - Training for evaluators must follow the regulations for training evaluators as defined by the State Board of Education. <p>Standard: Evaluators are trained following the regulations developed by the State Board of Education and the training guidelines established in the evaluation plan. Only individuals receiving training and support may evaluate teachers. Teachers who serve as evaluators must meet requirements of the law.</p> <p>Exceeds standard: The plan includes ways to build capacity and support for evaluators in each building; processes are included to ensure the thorough analysis and development of evaluator skills each year, including providing for multiple evaluators to co-observe teachers and other collaborative development opportunities around observation ratings. The plan includes on-going development of evaluators to build skills in providing rubric-aligned actionable feedback that clearly identifies teacher strengths and weaknesses; the plan explicitly trains evaluators in the examination and use of student performance data to develop and evaluate teachers.</p>
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655

656 **Narrative 2.1: Evaluators**

657
658 The Westview School corporation values in-depth training and support for its evaluators that meet the
659 requirements set forth by IC 20-28-11.5-5 as:

- 660 a. The superintendent or equivalent authority, for a school corporation that does not have a
661 superintendent, may provide for evaluations to be conducted by an external provider
662 b. An individual may evaluate a certificated employee only if the individual has received training and
663 support in evaluation skills.

664
665 Only administrators who have completed all the training for implementing the RISE Evaluation and
666 Development System are allowed to evaluate certified staff at the Westview School Corporation. Our
667 evaluators were all provided training through our education service center which has demonstrated a strong
668 understanding of the RISE model through their own formal IDOE training, following the regulations the State
669 Board of Education developed. As an outside source, they've provided our evaluators with fair and unbiased
670 information. Trainers provided each trainee with materials needed, as well as online resources for further
671 materials. The focus of training has been on the use of standards aligned rubrics. Evaluators have also been
672 trained to take collected evidence from the RISE rubric to the next level with usable feedback. Westview
673 followed education service center training sessions with scheduled time to meet as a team to address issues
674 related specifically to our school. Westview administrators meet twice a month and RISE a constant on the
675 agenda, which allows for regular, frequent opportunities for peer-to-peer guidance and clarification as
676 needed. Westview's coordinator of instructional improvement has Title IIA funds available that are used to
677 send evaluators to conferences supporting the use of RISE and the use of actionable feedback.

678
679 Westview offers evaluator support through trained staff other than principals. This staff includes the
680 superintendent, coordinator of instructional improvement, and special education coordinator. These
681 individuals offer support and feedback as needed. Each of these staff members will go through RISE
682 evaluator training and provide the opportunity for multiple evaluators in a building to collaborate on
683 observations, data analysis, and professional growth needs.

684
685 Westview currently has 9 trained evaluators:

686 Ian Zuercher, principal
687 Toni Whitney, principal
688 Betsy Siegel, principal
689 Juli Leepr, principal
690 Elias Rojas, principal
691 Rich Cory, principal
692 Randy Miller, superintendent
693 Sherrie Davis, director of special education
694 Michelle Grewe, director of Curriculum, Instruction, and Assessment

695
696
697
698

Domain: Overall Evaluation Plan

Indicator 2.2: Feedback and Remediation Plans

Source: IC 20-28-11.5-6

Narrative: The extent to which the corporation’s application includes the following:

- All evaluated teachers receive documented feedback from the evaluation within seven business days from the evaluation.
- Remediation plans are assigned to teachers rated as Ineffective or Improvement Necessary.
- Remediation plans include the use of teacher’s license renewal credits.
- A teachers rated as Ineffective has means through which a private conference can be requested with the superintendent

Standard: All evaluated employees receive documented feedback from the evaluation within seven business days from the evaluation; remediation plans are assigned to teachers rated as Ineffective or Improvement Necessary. Remediation plans includes the use of employee’s license renewal credits. A teacher rated as Ineffective has means through which a private conference can be requested with the superintendent.

Exceeds standard: The plan identifies strategies to link evaluation results to targeted professional development. The plan incorporates opportunities for job-embedded professional learning. The plan incorporates professional development throughout the remediation period. The plan measures a teacher’s progress during remediation and provides continuous support.

Narrative 2.2: Feedback and Remediation Plans

Westview School Corporation evaluators comply with IC 20-28-11.5-6 by providing documented feedback within seven business days of the evaluation.

	Written Feedback	Conference
Short Observations (minimum of 2 per year)	<input checked="" type="checkbox"/> Always <input checked="" type="checkbox"/> Within 7 days Posted on <input checked="" type="checkbox"/> www.StandardForSuccess.com	<input checked="" type="checkbox"/> If requested <input checked="" type="checkbox"/> If a rating of Improvement Needed or Ineffective is given
Extended Observations (minimum of 2 per year)	<input checked="" type="checkbox"/> Always <input checked="" type="checkbox"/> Within 7 days Posted on <input checked="" type="checkbox"/> www.StandardForSuccess.com	<input checked="" type="checkbox"/> Always <input checked="" type="checkbox"/> Within 15 days

As evaluators identify teachers in need of professional development based on evidence collected during short and extended RISE observations, plans developed are specific to the needs of the teacher and may include (but are not limited to):

- Participation in an in-service/conference focused in a specific area of needed growth
- Collaboration with others teaching the same grade and/or subject
- Observation of others outside the school corporation who teach the same grade and/or subject
- Peer observation/feedback of teaching
- Videotaping of lessons being taught
- Coursework
- Professional learning community

As stated in IC 20-28-11.5-6, “a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee’s evaluation” are created.

Westview’s PGP plan is applicable to those who are participating in professional development. (See Appendix C)

A professional improvement plan document has been created to document agreements reached between a teacher needing professional development and the administrator involved. (See Appendix C)

Evaluators will increase the frequency of short observations during a teacher’s professional development plan to measure progress, make adjustments as needed, and provide support and encouragement.

Westview Community Schools meets the requirements established in Indiana Code 20-28-11.5-6(c): (c)A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or superintendent’s designee no 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 or superintendent’s designee.

736 Any Westview employee receiving a rating of *Ineffective* may request a conference with the corporation
 737 superintendent to review their final rating. This request must be completed in writing and given to the
 738 superintendent within 5 days of the final summative evaluation conference. This process is part of
 739 Westview School Corporation’s RISE policy, and evaluators remind teachers of this option at the time
 740 of their final conference.

<p>Domain: Overall Evaluation System</p> <p>Indicator 2.3: Instruction delivered by teachers rated Ineffective</p> <p>Source: IC 20-28-11.5-7</p> <p>Narrative: The extent to which the corporation’s application includes the following:</p> <ul style="list-style-type: none"> - The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as Ineffective. - The procedures established to communicate to parents when student assignment to consecutive teachers rated as Ineffective is unavoidable
<p>Standard: Procedures are in place to avoid situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as Ineffective and to communicate to parents when student assignment to consecutive teachers rated as Ineffective is unavoidable.</p> <p>Exceeds standard: The plan includes practical procedures and emphasizes needs of students as opposed to shaming or embarrassing teachers. The plan includes clear and informative communications to parents, empowering them to make the appropriate decisions for their child.</p>

741

Narrative 2.3: Instruction Delivered by Teachers Rated Ineffective

Every effort is made to provide each student in the Westview School Corporation with a high quality education. Included in this effort is the goal to avoid placement of any student with teachers who have been rated as *Ineffective* during two consecutive years.

One way this is achieved is through Westview’s annual creation of class lists. Creating class lists k-6 is done by hand under the direction of the building principal. Each principal will reference a list of students participating in a classroom being taught by an *Ineffective* teacher and will be directed to place those students first in classrooms taught by those who have been rated in one of the 3 other categories. The Curriculum Director will look at class lists once they are created to be sure no student has been placed in an *Ineffective* classroom two consecutive years. Each building and grade level at Westview has 3 or more sections, so options should be available. Building principals may also choose to move an *Ineffective* teacher to another grade level to avoid having *Ineffective* teachers in consecutive grades.

For grades 7-12, *Ineffective* teachers will be marked in PowerSchool and every effort will be made to avoid the placement of any student with an *Ineffective* teacher in 2 consecutive school years through the use of this system. Avoidance might also involve reassigning a teacher to eliminate the possibility of consecutive placements, and/or adjusting the schedule of a student. The building principals will be responsible for monitoring this issue, and the Curriculum Director will follow up to check that no errors were made.

According to IC 20-28-11.5-7(b), “A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher’s class.” Westview School Corporation has a letter written by the corporation superintendent that will be sent to the parents of any student assigned to an *Ineffective* teacher two consecutive years. The letter will be sent to notify parents before the start of the second consecutive year. IC 20-32-4-1 (a) (1) and IC 20-32-5-2 states this policy applies to teachers instructing students in a content area and a grade subject.

Domain: Overall Evaluation System

Indicator 2.4: Communication with the IDOE

Source: IC 20-28-11.5-9

Narrative: The extent to which the corporation’s application includes the following:

- The evaluation plan includes the process by which the corporation will submit the aggregate number of teachers in each category per school and the teacher preparation program for each teacher to the IDOE.

Standard: Procedures are in place to report to the IDOE the aggregate number of teachers in each category per school, as well as the number of teachers placed in each rating category organized by the teacher preparation programs attended.

Exceeds standard: The plan incorporates robust data tracking system to allow information to be collected, updated, organized, analyzed and utilized locally.

Narrative 2.4: Communication with the IDOE

Westview will be submitting to the IDOE the results of staff evaluations, which will include the number of employees placed in each performance category, by the August 1 deadline, as set in IC 20-28-11.5-9. Westview plans to provide its payroll department with the final ratings (1 – 4) as found on www.StandardForSuccess.com to add to Komputrol, our official personnel database. Next, Westview's business manager will export information from Komputrol into Access, which will serve as a data warehouse. The Access set up is based on a modified version of the state supplied model, to store what is needed to run the compensation model and figure stipend amounts. Access data, including data needed to track the teacher ratings, salaries, incentive pay, and other data the state requires and the data the corporation can use to analyze the success of incentive pay at the local level, will be exported to an Excel spreadsheet for administrative approval. Following administrative approval, the Excel spreadsheet will be given to the payroll department for the creation of paychecks in the Komputrol system.

To insure accuracy and security, Westview has put in place a sequenced plan. The plan begins with the Curriculum Director providing the final teacher ratings, based on information stored at www.StandardForSuccess.com (our corporation's RISE website), to the payroll department, following building evaluators' approval of the accuracy of the information. Payroll then adds the ratings to Komputrol. The business director will double check the input of teacher ratings when exporting Komputrol data into Access. Final pay amounts figured by the business manager will be checked approved by the administrative team before being given to payroll. Westview believes this system of monitoring data will lead to accurate computing of dollars to be paid to each teacher receiving a stipend.

Westview plans to submit all requested information to the IDOE following directed procedures. The data base will allow easy transfer of information to any forms needed for submission to the state.

Evaluation Lesson Plans

updated 1/14/2016

General information:

1. Each teacher will have two preplanned evaluation visits during the school year.
2. Every planned visit will require a printed lesson plan.
3. The lesson plan will be emailed, uploaded to SFS or given to the principal upon arrival to the classroom.

Lesson Plan Requirements:

1. Any format may be used.
2. The following components must be used or identified in the plan:
 - a. Lesson Type (introduction or re-teaching)
 - b. Objectives
 - c. Indiana Academic Standards
 - d. Methods to assess or check for understanding
 - e. Forms of student/teacher engagement (direct instruction, guided practice, independent practice)

The form below may be used for the lesson plan.

Lesson plan for preplanned observation

1. Type of Lesson: Introduction _____ Re-teaching _____
2. Objective(s) (a or b):

The objective is written for student understanding. The objective informs students what they will be able to demonstrate or explain by the end of the lesson:

a. _____

b. Example to be modeled or shown:

3. Standard(s) Covered:

4. Assessment(s) /method(s) to check for understanding:

5. Student/Teacher Engagement:
 - a. Direct Instruction:
 - b. Guided Practice:
 - c. Independent Practice