



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

### Staff Performance Evaluation Plan Submission Cover Sheet

**SY 2022-2023**

**Context:** Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This cover sheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

School Corporation Name	Mississinewa Community Schools
School Corporation Number	2855
Evaluation Plan Website Link	<a href="http://www.olemiss.k12.in.us">www.olemiss.k12.in.us</a>

**For the 2022-2023 School Year, we have adopted the following Evaluation Model:**

- ☐ The System for Teacher and Student Advancement (TAP)
- ☐ The Peer Assistance and Review Teacher Evaluation System (PAR)
- ☐ RISE 3.0 State Model
- ☒ Locally Developed Plan
- ☐ Other \_\_\_\_\_

**Instructions:**

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

**Submission:**

Once completed, please **upload this cover sheet via the following [Jotform](#) by Friday, September 16, 2022**. If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this cover sheet as a single PDF. Please make sure the link provided will lead directly to your evaluation plan, and that a login and password will not be required for access. Contact [Dr. Rebecca Estes](#), Senior Director of Educator Talent, with any questions.

Evaluation Plan Discussion			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	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  Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	P1 A-C

Annual Evaluations			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <b>all</b> certificated employees, including teachers, administrators, counselors, principals and superintendents	P1-2 B-F
Annual performance evaluations include a minimum of two (2) observations	511 IAC 10-6-5	A minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation	P-1 C



Evaluators			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	Description of ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators	P2 E-F
Teachers acting as evaluators ( <i>optional</i> ) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	Description of who will serve as evaluators Process for determining evaluators	P2 E
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	P2 F P3 H

Rigorous Measures of Effectiveness			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	Observation rubrics - for <b>all</b> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator  Other measures used for evaluations (e.g., surveys)	P3-4 H-J  P1-11 Rubric following P4

Evaluation Feedback			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	Process and timeline for delivering feedback on evaluations  Process for linking evaluation results with professional development	P2-4 G-K

## Designation in Rating Category

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	Summative scoring process that yields placement into each performance category  Weighting (broken down by percentage) of all evaluation components	P1-2 D
A definition of negative impact for certificated staff  A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(3)	Definition of <b>negative impact</b> on student growth for all certificated staff  Description of the process for modifying a final summative rating for negative growth	P3-4 H-J

## Feedback and Remediation Plans

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	P3 H-J
Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	Remediation plan creation and timeframe  Process for linking evaluation results with professional development	P4 I
Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	P4 I Rubric P5#9
Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	P4 J

## Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	P4 J
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	P4 J

Teacher\_\_\_\_\_ School\_\_\_\_\_ Date\_\_\_\_\_

Observer\_\_\_\_\_ Grade/Subject\_\_\_\_\_ Time\_\_\_\_\_

**1. Level of students on task and engaged**

\_\_\_\_\_ Highly Effective

- Students are on task consistently
- Regular utilization of varied strategies and different ways to facilitate engagement and interest
- The lesson progresses at an appropriate pace to maintain a high level of interest

\_\_\_\_\_ Effective

- Most students are on task consistently
- Occasional use of varied strategies
- The lesson progresses at a pace that keeps a majority of students on task and interested

\_\_\_\_\_ Needs Improvement

- Students not on task consistently
- Lacking in use of varied strategies
- Lesson often progresses at a slow pace and lacks student engagement, stimulation and interest

\_\_\_\_\_ Ineffective

**2. Clearly understood learning goals and expectations**

\_\_\_\_\_ Highly Effective

- The learning goals are clearly stated, measurable and aligned to stated standards
- It is evident what the students are to learn and what they should be able to do at the completion of the lesson
- Objectives are stated in a way that is easy to understand for students
- Goals are presented and the lesson develops based on connections to prior knowledge
- Goals and context are presented in a well-organized fashion with key points and main ideas emphasized throughout the lesson
- The students can effectively communicate what they learned from the lesson and they know why it is important

\_\_\_\_\_ Effective

- The learning goals are evident, measurable and aligned to standards
- Students understand what they are to know and do at the completion of the lesson
- Prior knowledge of students is incorporated into the lesson for student understanding
- Main ideas and key points are emphasized in the delivery of the lesson

\_\_\_\_\_ Needs Improvement

- Learning goals are not evident
- Students are unaware or unclear on what they should know or do
- Prior knowledge of students may not be utilized
- Lack of emphasis on key points and main ideas (not always clearly stated)

\_\_\_\_\_ Ineffective

### 3. Students are expected to use (higher-order) critical thinking skills and/or perform tasks requiring critical thinking

_____ Highly Effective	_____ Effective	_____ Needs Improvement	_____ Ineffective
<ul style="list-style-type: none"><li>• Regular use of open-ended (higher-order) questions/activities to assess student understanding</li><li>• Effective use of wait time and involvement of all students in challenging questions and/or activities</li><li>• Effectively adjusts or modifies instruction according to student responses</li><li>• Students are provided examples of exemplary student work to illustrate higher-order thinking and provided related assignments or projects</li></ul>	<ul style="list-style-type: none"><li>• Utilization of higher-order thinking questions and activities</li><li>• Use of wait time to involve students and many students engaged in challenging questions and activities</li><li>• May adjust instruction according to student responses</li><li>• Occasionally provides examples of student work to illustrate higher-order thinking related to any assignments or projects</li></ul>	<ul style="list-style-type: none"><li>• Lacks consistent use of higher-order thinking questions and activities</li><li>• Many students not engaged in challenging questions and activities</li><li>• Lack of adjustment of the lesson to student responses</li><li>• Lacking consistent evidence in utilizing projects or enrichment assignments or exposure to exemplary student work/performance</li></ul>	

### 4. Student learning is checked regularly during the instructional process

_____ Highly Effective	_____ Effective	_____ Needs Improvement	_____ Ineffective
<ul style="list-style-type: none"><li>• Regularly checks for student learning and understanding of lesson goals without taking away from lesson flow or student engagement</li><li>• Varied use of strategies for checking student learning</li><li>• Maintains up-to-date data records on student learning relative to regular assessments which are standardized or provided anecdotally</li><li>• Adjustments and modifications are made to instruction based on regular checks for student learning (data results) which lead to increased student understanding and learning</li></ul>	<ul style="list-style-type: none"><li>• Regularly checks for student learning and understanding of lesson goals</li><li>• Maintains data records of student learning based on standardized assessments or anecdotal assessment</li><li>• May adjust or modify instruction based on checks for student learning which leads to improved student understanding and learning</li></ul>	<ul style="list-style-type: none"><li>• Does not check regularly for student understanding or learning</li><li>• Lacks evidence of current or accurate records (data) of student learning</li><li>• Lack of adjustment of instruction to checks on student learning</li></ul>	



## 5. Use of varied Learning Strategies and Activities

\_\_\_\_\_ Highly Effective

- Regularly and consistently meets the individual learning needs of students
- Instructional organization includes whole class, small group and individual instruction and assessment as needed according to regular checks of student learning of clearly established goals and objectives
- Regularly and consistently incorporates strategies and activities which accommodate the varied learning styles and interests of students which result in significantly increased student motivation and achievement

\_\_\_\_\_ Effective

- Regularly attempts to meet the learning needs of individual students
- Regularly utilizes a variety of organizational and instructional strategies based in part on student learning data relative to established goals and objectives
- Incorporates strategies and activities which accommodate the varied learning styles and interests of students which improve student motivation and achievement

\_\_\_\_\_ Needs Improvement

- Reliance on whole group instruction and assessment without appropriate regard for individual learning needs, styles and interests

\_\_\_\_\_ Ineffective

## 6. Use of Strategies/Activities to accommodate the visual, auditory and kinesthetic learning styles of students

\_\_\_\_\_ Highly Effective

- Consistently incorporates strategies and activities into the learning process which require students to interact with the lesson or project visually, auditory and kinesthetically (see-hear-do)

\_\_\_\_\_ Effective

- Incorporates strategies/activities into the learning process which results in students interacting with the lesson or project visually, auditory and kinesthetically ( See-hear-do)

\_\_\_\_\_ Needs Improvement

Does not consistently incorporate learning strategies and activities requiring students to visually, auditory and kinesthetically interact with the instruction

\_\_\_\_\_ Ineffective



## 7. Teacher mobility and/or accessibility to students

_____ Highly Effective	_____ Effective	_____ Needs Improvement	_____ Ineffective
<ul style="list-style-type: none"><li>• Teacher is keenly alert and aware of all student action and performance in the classroom through proximity and mobility as needed</li><li>• Teacher is always accessible to students in order to address social, behavioral and the academic needs of students</li></ul>	<ul style="list-style-type: none"><li>• Teacher is alert and aware of student action and performance in the classroom</li><li>• Teacher is accessible to students and addresses the social, behavioral and academic needs of students</li></ul>	<ul style="list-style-type: none"><li>• Teacher sometimes lacks awareness of student actions in the classroom</li><li>• Teacher sometimes is not accessible to students to address their needs</li></ul>	

## 8. Enthusiasm, energy and positive rapport with students in a supportive classroom environment

_____ Highly Effective	_____ Effective	_____ Needs Improvement	_____ Ineffective
<ul style="list-style-type: none"><li>• The teacher regularly demonstrates enthusiasm and energy while conducting class</li><li>• Students regularly have opportunity to collaborate and they are supportive of each other</li><li>• The teacher and students are always respectful of each other</li><li>• Teacher has a friendly and happy rapport and always shows respect for students opinions/responses</li></ul>	<ul style="list-style-type: none"><li>• Teacher demonstrates energy and enthusiasm in the classroom</li><li>• Occasionally students will collaborate and they are respectful and supportive</li><li>• The teacher and students are respectful of each other</li><li>• Teacher has a good rapport with the students</li></ul>	<ul style="list-style-type: none"><li>• Teacher energy and enthusiasm is not consistently evident</li><li>• Students rarely collaborate</li><li>• Students are not respectful and supportive</li><li>• A good rapport with students is not evident</li></ul>	

## 9. Professional Development and Leadership

_____ Highly Effective	_____ Effective	_____ Needs Improvement	_____ Ineffective
<ul style="list-style-type: none"><li>• Regularly pursues opportunities to improve curriculum knowledge and instructional practices</li><li>• Positive and willing to share knowledge and is collaborative with colleagues</li><li>• Willing to contribute ideas and expertise with peers and during professional development opportunities</li><li>• Advocates actively for all students achieving success and supports any needed changes or modifications to improve achievement of each student</li><li>• Works outside of regular class time to help students or peers improve and achieve success</li><li>• Proactively engages parents in a professional and timely manner to communicate student progress/development and school improvement goals</li></ul>	<ul style="list-style-type: none"><li>• Occasionally pursues professional development opportunities to improve curricular knowledge and instructional practices</li><li>• Will share knowledge with peers and acts collaboratively</li><li>• Will engage in professional development opportunities with peers</li><li>• Sometimes will advocate for change to improve policy and circumstances for students</li><li>• Occasionally works outside of regular class time to assist students or peers</li><li>• Engages parents when necessary in a professional and timely manner to communicate student or school needs or situations</li></ul>	<ul style="list-style-type: none"><li>• Lack of evidence of teacher pursuing substantive professional development opportunities</li><li>• Lack of evidence of teacher sharing collaboratively with colleagues regarding professional development</li><li>• Lack of evidence of teacher advocating for students or positive changes in school policy or programs</li><li>• Lack of evidence of teacher working outside of regular class time to help students or peers</li><li>• Reluctant or ineffective in communicating with parents</li></ul>	

## 10. Organization and Planning

_____ Highly Effective	_____ Effective	_____ Needs Improvement	_____ Ineffective
<ul style="list-style-type: none"><li>• Plans for high expectations of student achievement goals that are clearly written and defined in a measurable manner</li><li>• Goals and objectives are clearly aligned with identified context standards and include well designed differentiated instructional strategies to reach every student's level of understanding</li><li>• Includes current documentation of regularly recorded student assessment and progress data</li><li>• Plans reflect current learning needs of class and individual students relative to student learning data</li></ul>	<ul style="list-style-type: none"><li>• Student achievement and goals are evident and are stated in measurable terms</li><li>• Goals and objectives are aligned with context standards which provide varied strategies to meet the individual learning needs of students</li><li>• Documentation of student learning data is evident</li><li>• Plans are organized according to the learning needs of all students</li></ul>	<ul style="list-style-type: none"><li>• Measurable student achievement goals are not evident</li><li>• Goals and objectives are not all aligned to standards and the individual learning needs of students</li><li>• Student learning data was not available and/or current and/or accurate</li><li>• Plans do not reflect organization for meeting the learning needs of all students</li></ul>	

## 11. Student Behavior and Discipline/Supervision

_____ Highly Effective	_____ Effective	_____ Needs Improvement	_____ Ineffective
<ul style="list-style-type: none"><li>• Rules, routines, transitions and procedures are appropriate and well executed</li><li>• Students know how and what to do and when to do it, with little prompting from the teacher</li><li>• Prior organization and communication are evident in the classroom</li><li>• All students are engaged and on task</li><li>• Off task and disruptive behaviors are rare, and when they occur, they are addressed in a respectful and systematic/planned way- without interruption to the lesson</li><li>• A firm and supportive classroom atmosphere is evident, as the teacher facilitates positive behavior and appropriate consequences for negative behaviors</li></ul>	<ul style="list-style-type: none"><li>• Evidence of established rules, routines, transitions and procedures that are appropriate</li><li>• Most of the time, students know what to do and when to do it</li><li>• Appropriate organization and communication is evident within the classroom</li><li>• Most students are engaged and on task</li><li>• Few disruptive behaviors and they are dealt with appropriately and timely</li><li>• Positive behaviors are encouraged</li></ul>	<ul style="list-style-type: none"><li>• Lack of established rules, routines, transitions and procedures</li><li>• Students off-task and not engaged in lesson</li><li>• Lack of appropriate organization and communication</li><li>• Disruptive behaviors not always dealt with appropriately or timely</li><li>• Expectations and positive behavior is not consistently encouraged</li></ul>	

## 12. Use of Instructional Equipment and Materials

_____ Highly Effective	_____ Effective	_____ Needs Improvement	_____ Ineffective
<ul style="list-style-type: none"><li>• The teacher regularly implements a variety of materials, equipment and resources to meet the varied learning modalities and learning styles of students</li><li>• Technology is incorporated into the instructional process at every opportunity</li></ul>	<ul style="list-style-type: none"><li>• The teacher uses a variety of materials and resources within the classroom</li><li>• The teacher occasionally uses technology within the classroom instructional process</li></ul>	<ul style="list-style-type: none"><li>• Lack of variety is evident regarding materials and resources utilized</li><li>• Technology is rarely utilized for curricular or instructional purposes</li></ul>	

### 13. Progress of Students on Standardized Assessments (NA for New Teachers)

#### \_\_\_\_\_ Highly Effective

- All or almost all students consistently make acceptable growth on standardized assessments
- There are weekly instructional assessments with documentation of student development/progress on standardized curriculum/assessments
- There are weekly customized and specific plans for individual students who are failing or making “low growth” on standardized curriculum assessments

#### \_\_\_\_\_ Effective

- Most students pass and/or make acceptable growth on standardized assessments
- There is evidence of, at least monthly, instruction and assessment of student progress on standardized curriculum/assessments
- There is evidence of planning and modifications for students failing or not progressing on standardized curriculum and assessments

#### \_\_\_\_\_ Needs Improvement

- Too many students failing and/or not progressing or showing growth on standardized assessments
- Teacher is not committing enough time and/or is not providing documentation of instruction or progress of students on standardized curriculum/assessments
- Lack of evidence or commitment to planning or effective instructional differentiation for failing students or students not progressing

#### \_\_\_\_\_ Ineffective

### 14. Professionalism

#### \_\_\_\_\_ Highly Effective

- Consistently on time and in attendance for professional assignments
- Misses few school days from year to year
- Regularly follows all policies and procedures set forth by the Administration and School Board
- Always interacts (good listener) with colleagues, parents, students and the community in a positive and respectful manner
- Always dresses in an appropriate manner for the school setting (looks professional at all times)
- Always responds to communication requests (phone, mailbox or email messages) in a timely manner

#### \_\_\_\_\_ Effective

- Good attendance records and on time for meetings
- Follows established policies and procedures
- Generally interacts with all constituency groups in a positive and respectful manner
- Usually dresses appropriately for the school setting
- Generally responds to communication requests appropriately

#### \_\_\_\_\_ Needs Improvement

- Consistently misses several days or more of school
- Occasionally late for meetings
- Does not always get requests turned in or completed on time
- Not always positive and/or respectful in disposition or manner
- Not always a good listener in meetings
- Occasionally does not look professional in school setting
- Occasionally does not respond to communication requests in a timely manner

#### \_\_\_\_\_ Ineffective



## 15. Attendance

	Highly Effective			Effective			Needs Improvement			Ineffective
	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0
Days Absent	0 – 8.0	8.5 – 9.0	9.5 – 11.0	11.5 – 12.5	13.0	13.5 – 14.0	14.5 – 15.0	15.5 – 16.0	16.5+	

Total days absent **last** school year \_\_\_\_\_

- Any documented absence will not count toward a rating of “needs improvement” or less than effective. Documentation will be used to determine an effective rating.
- Any rating greater than “effective” is based solely on sick leave and personal days. No documentation will be considered for rating above “effective”.
- Documentation is defined as a doctor’s statement for employee or immediate family members, or for maternity or paternity leave.
- Total days absent from prior year will be listed annually on observation form.

## Lesson Description

Teacher\_\_\_\_\_

Date\_\_\_\_\_

Time\_\_\_\_\_

## FORMATIVE COMMENTS

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Observer's Signature

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Date

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Teacher's Signature

## RATING SCALE FOR TEACHER EVALUATION RUBRIC

		Highly Effective			Effective		Needs Improvement				Ineffective	
1.	Students on Task	5	4		3		2	1			0	
2.	Learning Goals	5	4		3		2	1			0	
3.	Higher-Order Thinking	4	3.5		3		2	1			0	
4.	Checks Student Learning	4	3.5		3		2	1			0	
5.	Varied Strategies/Activities	4	3.5		3		2	1			0	
6.	Learning Styles/Modalities	4	3.5		3		2	1			0	
7.	Accessibility/Mobility	4	3.5		3		2	1			0	
8.	Classroom Environment	5	4		3		2	1			0	
9.	Professional Development	5	4		3		2	1			0	
10.	Organization/Planning	4	3.5		3		2	1			0	
11.	Discipline/Supervision	5	4		3		2	1			0	
12.	Equipment/Materials	4	3.5		3		2	1			0	
13.	Assessment Progress (NA for New Teachers)	5	4		3		2	1			0	
14.	Professionalism	4	3.5		3		2	1			0	
15.	Attendance	5	4.5	4	3.5	3	2.5	2	1.5	1		0
	Total Possible	67			45		30		15		0	
	Total Points in Each Category / <b>TOTAL</b>											

With "testing" range (Item #13)

67-61 (HE) \_\_\_\_\_

60-43 (E) \_\_\_\_\_

42-33 (NI) \_\_\_\_\_

Below 33=IE

Without "testing" range (Item #13)

62-57 (HE) \_\_\_\_\_

56-40 (E) \_\_\_\_\_

39-30 (NI) \_\_\_\_\_

Below 30=IE

Item # and Proportion of Evaluation: 1,2,8,9,11,13 and 15 constitute 52% and Items 3,4,5,6,7,10,12 and 14 constitute 48%





# SUMMATIVE EVALUATION FORM



School Year \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

Subject / Grade \_\_\_\_\_

Date \_\_\_\_\_

Ave Formative \_\_\_\_\_

Area \_\_\_\_\_

**F1      F2      F3      F4      F5      Total**

Formative Score \_\_\_\_\_

OVERALL RATING \_\_\_\_\_

## RATING SCALES

<u>TESTING AREA</u>	<u>RATING</u>	<u>NON-TESTING AREA</u>
61 - 67	Highly Effective	57 - 62
43 - 60	Effective	40 - 56
33 - 42	Needs Improvement	30 - 39
0 - 32	Ineffective	0 - 29

## CONTRACT STATUS

Renewal \_\_\_\_\_

Non-Renewal \_\_\_\_\_

Reason \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Administrative Signature \_\_\_\_\_

*Signature Represents:*

- a) this summative was reviewed by teacher*
- b) a copy was provided to the teacher*

**MISSISSINEWA EVALUATION AND DEVELOPMENT SYSTEM (MCSEDS)**  
**Nothing we can do for our students matters more than giving them effective teachers**

**(2022-23)**

**Adjustments to MCSEDS may occur after formal corporation level discussions**

Any modifications or changes to the Mississinewa Observation/Evaluation Plan will be “discussed” formally with the Mississinewa Teachers Association (MTA).

The observation/evaluation plan will be provided to all teachers digitally at the beginning of every school year.

**A. Legal:**

IC 20-28-11.5 and 511 IAC 10-6 establish the requirements of an evaluation plan.

**B. Components of MCSEDS:**

MCSEDS features two components that rely on multiple sources to establish a fair, accurate, and complete picture of a teacher’s performance level.

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Mississinewa Teacher Evaluation Rubric. All teachers will be evaluated in the areas of Planning, Instruction, Leadership, and Professionalism.
2. **Student Learning** – Teachers’ contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

**C. Annual Evaluations:**

Evaluations will be conducted on an annual basis for each certificated employee as defined in IC 20-29-2-4 (teachers, counselors, principals, assistant principals, and superintendent).

**D. Performance Categories:**

Each certificated employee will have an annual designation in one of the following rating categories:

1. **Highly Effective:** A highly effective teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher’s students, in aggregate, have exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
2. **Effective:** An effective teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher’s students, in aggregate, have achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
3. **Improvement Necessary:** A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has

**MISSISSINEWA EVALUATION AND DEVELOPMENT SYSTEM (MCSEDS)**  
**Nothing we can do for our students matters more than giving them effective teachers**

determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

4. **Ineffective:** An ineffective teacher consistently fails to meet expectations. This is a teacher who failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

**E. Evaluators:**

Administrators will evaluate teachers. The administrators will receive annual training in the effective evaluation of teachers.

The Superintendent (or designee) will evaluate building level administrators and central office administrators.

The School Board will evaluate the Superintendent.

**F. Rigorous Measures of Effectiveness:**

MCSEDS features the use of rubrics (specific to position responsibilities) with multiple areas that include comprehensive details/indicators that evaluators can look for at the four different performance levels (Highly Effective, Effective, Improvement Necessary, and Ineffective). Expectations for each level are set in advance, are clearly described, and promote objectivity in evaluation.

MCSEDS incorporates NWEA data and locally developed, teacher specific, objective, measurable student learning goals into a summative evaluation rating.

**G. Preferred Timeline:**

**August – September**

- Beginning of the Year Conference with teacher and evaluator

**August – December**

- Evaluator conducts observations and provides feedback

**January – May**

- Evaluator continues with observations and feedback

**March – May**

- Evaluator completes observations and scores the Teacher Effectiveness Rubric
- Evaluator completes Summative Evaluation to the degree possible

**MISSISSINEWA EVALUATION AND DEVELOPMENT SYSTEM (MCSEDS)**  
**Nothing we can do for our students matters more than giving them effective teachers**

## **H. Evaluation Steps:**

**Step 1: Beginning of Year Conference** (This conference is mandatory if a teacher is a new hire. Experienced teachers BOY Conference will be at teacher's request or at the evaluator's discretion.)

The purpose of the BOY meeting is to

- review the evaluation process
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric
- Begin the process of writing a professional development remediation plan when appropriate

### **Step 2: Observations**

A teacher must be compensated for a minimum of 120 school days (which means they get TRF credit for the year of experience) to receive a summative evaluation performance rating. If a teacher is not physically at work enough days for appropriate evaluator observation time and conversation to take place then the performance rating from the previous year will be awarded again for the purpose of compensation.

During the school year evaluators will collect evidence / data / information through a series of observations and conferences. Teachers are encouraged to provide evidence, documentation, data, information, and perspective relevant to the determination of their performance rating.

It is expected that a struggling teacher will receive observations above and beyond the minimum number required. This may be any combination of extended, short, or walk-through observations and conferences that the evaluator deems appropriate.

\*Written feedback and post conference discussion will include identified strengths and areas for improvement

### **Step 3: Teacher Effectiveness Rubric Scoring**

1. The evaluator compiles ratings and notes from observations, conferences, and other sources of information. At the end of the school year, the primary evaluator should have collected a body of information / evidence representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning and leadership.
2. The evaluator uses professional judgment to establish a final rating. In the summative conference, the evaluator should discuss the rating with the teacher, using the information collected to support the final rating decision.

### **Step 4: Summative Teacher Evaluation Scoring**

The summative rating is determined totally by an average score of the formative evaluations.



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**Step 5: End of Year Summative Evaluation Conference**

The evaluator meets with the teacher to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, will be provided to a certificated employee not later than seven (7) days after the final evaluation is completed.

**I. Remediation Plan and Request for Conference**

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan within eight weeks of the formative/summative assessment. The evaluator will check progress on the plan every six weeks. The evaluator and the employee will develop professional development opportunities aligned with the remediation plan and with professional growth points.

A teacher receiving an ineffective rating may request a private meeting with the superintendent within five days of receiving the notice.

**J. Instruction by Teacher Rated Ineffective**

No student will receive instruction for two years in a row from teachers rated as ineffective unless such a situation is unavoidable. If an unavoidable situation occurs, then the parents of students who receive instruction for two years in a row from teachers rated as ineffective will receive a letter explaining why this situation is unavoidable.

**K. Teacher of Subject(s) Without Standardized Assessment**

The corporation will develop internal diagnostic and summative assessments for these subject areas over the next 3-5 years.

# MISSISSINewa COMMUNITY SCHOOLS SUPERINTENDENT EVALUATION

Name\_\_\_\_\_ Date\_\_\_\_\_ School Year\_\_\_\_\_

Each board member will score the superintendent using the rubric provided.

Grade Percentage		Board Members Completing Evaluation	
A+ =	98 - 100%		
A =	93 - 97%		
A- =	90 - 92%		
B+ =	88 - 89%		
B =	83 - 87%		
B- =	80 - 82%		
C+ =	78 - 79%		
C =	73 - 78%		
C- =	70 - 72%		
D+ =	68 - 69%		
D =	63 - 67%		
D- =	60 - 62%		

Board President\_\_\_\_\_

Superintendent Grade\_\_\_\_\_

## Mississinewa Superintendent Evaluation Form

		HE	E	NI	I
1.	<b>Human Capital Manager</b> <b>Standard:</b> The superintendent uses the role of human capital manager to drive improvements in developing leader effectiveness and student achievement (utilizing staff.) <b>Indicators:</b> <ul style="list-style-type: none"> <li>Recruiting and defining roles within the organization</li> <li>Providing professional development for leaders</li> <li>Identifies and mentors emerging leaders</li> <li>Builds trust and delegates appropriately</li> <li>Provides formal and informal feedback to improve</li> </ul>	20-18	17-14	12-10	9-0
2.	<b>Instructional Leadership</b> <b>Standard:</b> The superintendent focuses on curriculum development and effective instructional strategies, has understanding of best instructional practices, and regularly promotes activities to facilitate student-learning growth for all students (utilizing data.) <b>Indicators:</b> <ul style="list-style-type: none"> <li>Utilizes student assessment data to establish learning goals</li> <li>Annually presents student achievement data</li> <li>Regularly pursues professional development in curricular and instructional best practice</li> </ul>	15-13	12-10	9-7	6-0
3.	<b>Personal Behavior</b> <b>Standard:</b> The superintendent models personal behaviors that set the tone for student and adult relationships in the school corporation and the community. <b>Indicators:</b> <ul style="list-style-type: none"> <li>Models professional, ethical, and respectful behavior</li> <li>Organizes times and resources for effective leadership</li> <li>Develops and promotes positive collaboration within the school system and with the community</li> </ul>	15-13	12-10	9-7	6-0
4.	<b>Building Relationships</b> <b>Standard:</b> The superintendent builds relationships to ensure that all key stakeholders work together to achieve effective results. <b>Indicators:</b> <ul style="list-style-type: none"> <li>Effectively communicates with the public</li> <li>Facilitates consensus for change and improvement</li> <li>Deals effectively with controversy</li> <li>Keeps the Board informed on issues, needs and operations</li> <li>Encourages open communication with the Board</li> <li>Provides agenda and background information in a timely manner to the Board</li> </ul>	15-13	12-10	9-7	6-0

5.	<b>Culture of Achievement</b> <b>Standard:</b> The superintendent develops a corporation-wide culture of achievement aligned to a vision of improvement and success for every student. <b>Indicators:</b> <ul style="list-style-type: none"> <li>• Expects educators to set high expectations for students in behavior and academic achievement</li> <li>• Learning goals are regularly monitored for progress</li> <li>• All students have access to the curriculum and educational programs</li> <li>• Building level staff are expected to build productive relationships with students, parents, and the community</li> </ul>	15-13	12-10	9-7	6-0
6.	<b>Organization, Operation and Resource Management</b> <b>Standard:</b> The superintendent demonstrates organizational, operational and resource management skills to support school corporation improvement and achieve substantive educational outcomes. <b>Indicators:</b> <ul style="list-style-type: none"> <li>• Utilizes current, objective and relative data in decision making</li> <li>• Demonstrates effective utilization of technology</li> <li>• Facilitates safe, efficient and effective operation of physical structures, equipment and auxiliary services</li> <li>• Responsible fiscal steward of the corporation</li> <li>• Complies with legal requirements</li> </ul>	20-18	17-14	13-10	9-0
<b>TOTAL SCORE</b>					



## SUPERINTENDENT EVALUATION SUMMATIVE

**Areas of Strength:**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Suggestions for Improvement:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

# MISSISSINewa COMMUNITY SCHOOLS

## PRINCIPAL EVALUATION AND DEVELOPMENT RUBRIC

Principal \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ School Year \_\_\_\_\_ 2022-2023 \_\_\_\_\_

### 1. Recruitment, hiring and retention of staff



Highly Effective (4)

- Articulates and represents high standards and expectations in the recruitment and the employment of staff
- Assists in increasing a significant majority of highly effective staff members
- Decisions on staff effectiveness is paramount regarding recruitment and the retention of staff



Effective (2)

- Represents expected standards and expectations for the recruitment and employment of staff
- Increases the number of highly effective staff
- Decisions on staff effectiveness is primary in the recruitment and the retention of staff



Needs Improvement (1)

- Occasionally involved with the selection of personnel and in establishing expected standards and expectations in the employment of staff
- Increases some of the number of staff regarding effectiveness

## 2. Professional Development

### ☐ Highly Effective (6)

- Regularly organizes opportunities for HE staff to support their peers (sharing)
- Incorporates and utilizes data on student achievement when developing professional development opportunities for staff
- Efficiently develops professional development for staff which is financially prudent and which minimally impacts time away from students
- Significantly promotes the progress and development of teacher leadership
- Regularly encourages and supports staff to implement data-driven and scientifically-based curriculum instructional strategies, and programs
- Pursues own professional growth through reading, conferences, seminars, and formal course work/conferences.

### ☐ Effective (4)

- Occasionally organizes opportunities for HE staff to support their peers
- Occasionally refers to student achievement data when developing professional development opportunities
- Considers professional development planning relevant to financial costs and teacher time out of class
- Occasionally promotes the development of teacher leadership
- Occasionally encourages and supports staff to implement data-driven and scientifically-based curriculum, instructional strategies, and programs
- Occasionally pursues own professional growth

### ☐ Needs Improvement (1)

- Rarely or never organized opportunities for HE staff to support their peers
- Rarely or never refers to student achievement data when developing professional development opportunities
- Inconsistent about planning and organizing professional development with consideration to costs and time-off task
- Rarely or never promotes the development of teacher leadership
- Rarely or never encourages and supports the staff to implement data-driven and scientifically based curriculum, instructional strategies and programs
- Rarely or never pursues own professional growth

### 3. Instructional Leader

☐ Highly Effective (9)

- Articulates and monitors high expectations for student achievement and progress relative to the mission/vision of the school
- Frequent classroom observations with substantive feedback is an absolute priority
- Frequently collaborates with individual and teams of teachers to intensely focus on student learning and to keep teachers accountable for results
- Regularly reflects on and collaborates with the administration on improving the evaluation process
- Frequent communication with teachers to provide necessary support for remediation plans or decisions regarding professional growth and effectiveness
- Teachers are held accountable for daily learning objectives and monitoring student progress
- Promoting the sanctity of instructional time is of the highest priority

☐ Effective (6)

- Has high expectations for student achievement and progress as it relates to the mission/vision of the school
- Regular classroom observations with substantive feedback
- Regularly collaborates with teachers to keep the focus on student learning and progress and to keep teachers accountable
- Occasionally discusses ways to improve the evaluation process
- Supports remediation plans and professional growth and effectiveness with teachers
- Teachers are monitored for learning objectives and student progress
- Instructional time is a significant priority

☐ Needs Improvement (1)

- Key decisions and time on task is not aligned to student learning, professional development and the overall mission/vision of the school
- Teacher observations are not timely, on schedule and infrequent
- Teacher meetings are not regularly concerning student learning and growth
- Not focused on the teacher observation/evaluation process
- Not consistently involved with the development and implementation of remediation and the professional growth of teachers
- Does not regularly monitor for the implementation of learning objectives and student progress
- Lacks awareness of teacher effectiveness with time on task

### 4. Attendance and Visibility

☐ Highly Effective (5)

☐ Effective (3)

☐ Needs Improvement (1)



## 5. Leadership

### ☐ Highly Effective (11)

- Motivates and inspires students and colleagues to display professional, ethical and respectful behavior at all times
- Effectively monitors use of time relevant to objectives and priorities from yearly to daily operation
- Communicates high expectations for behavior and procedures to all stakeholders
- Highly organized systems, incentives and programs in the highly effective operation of the school
- Effective organization and system to generate performance feedback from all stakeholders
- Engages with all stakeholders (includes district and state) to enhance and facilitate the improvement of student achievement
- Establishes an open, personable, inclusive and supportive school environment for all stakeholders
- Outstanding communication skills in the identification, the consensus building, and in the monitoring of strategies/plans for implementing change for improvements
- Regularly partners with all stakeholders to have systems/and organization for recognition of accomplished goals for students and staff
- Utilizes data and research-based strategies to facilitate student growth/achievement and school improvement

### ☐ Effective (7)

- High standards for students and staff regarding professional, ethical and respectful behavior
- Good use and organization of time relative to priorities
- Good communication to all stakeholders concerning behavioral and procedural expectations
- Good organization of the school for its effective operation
- Generates performance and advice feedback from students, staff and parents
- Engages with stakeholders regarding student achievement
- Student achievement and growth is a significant priority
- An open, personable and supportive environment exists in the school
- Good communication skills in the identification, the consensus building, and in the monitoring of strategies/plans for implementing change for improvement
- Partners with stakeholders in the systems and organization for the recognition and accomplishment of students and staff.
- Considers the data and research-based strategies to facilitate student growth/achievement and school improvement.

### ☐ Needs Improvement (1)

- Inconsistent and infrequent communication regarding professional, ethical and respectful behavior
- Ineffective at time management
- Inconsistent and/or infrequent communication regarding behavioral and procedural expectations
- Lack of organization of the school for operation
- Lack of organization for performance and advice feedback
- Lack of engagement with stakeholders regarding student achievement
- Student learning lacks focus and energy as a school priority
- Inconsistent environment/culture exists within the school in terms of openness, being personable or being supportive
- Lack of consensus building and communication with regards to implementing strategies/plans for improvement
- Lack of organization and frequency of recognition for accomplishments of staff and students
- Occasionally or rarely utilizes or refers to data/research in decision-making to facilitate student learning and school improvement

## RATING SCALE FOR PRINCIPAL EVALUATION RUBRIC

		Highly Effective		Effective		Needs Improvement	
1.	Recruitment, hiring and retention of staff	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>
2.	Professional Development	6	<input type="radio"/>			4	<input type="radio"/>
3.	Instructional Leader	9	<input type="radio"/>			6	<input type="radio"/>
4.	Attendance and Visibility	5	<input type="radio"/>			3	<input type="radio"/>
5.	Leadership	11	<input type="radio"/>	8	<input type="radio"/>	7	<input type="radio"/>
	Total Possible						
	Total Points in Each Category / <b>TOTAL</b>						

Range 35-30 (HE)\_\_\_\_\_ 29-22 (E)\_\_\_\_\_ 21-18 (NI)\_\_\_\_\_

Ineffective Range: below 17\_\_\_\_\_

## SUMMATIVE EVALUATION FORM

Principal \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

School Year \_\_\_\_\_ 2022-2023 \_\_\_\_\_

Evaluator \_\_\_\_\_

Comments:

☐ Recommend extension of present contract through the 2022-2023 \_\_\_\_\_ school year.

☐ Do not recommend extension of contract.

Principal Signature \_\_\_\_\_

Administrative Signature \_\_\_\_\_

(Signature represents that this Summative was reviewed and a copy provided to the principal.)



# **Mississinewa Community Schools**

## **Teacher Appreciation Grants**

The Mississinewa Community School Corporation shall annually adopt a policy concerning the distribution of teacher appreciation grants. This policy shall be submitted by the Superintendent or designee to the Indiana Department of Education (IDOE) by September 15 of each year.

For purposes of this policy, the following shall apply:

The term “teacher” shall include a professional person whose position with a school corporation; special education cooperative established under IC 20-35-5; cooperative career and technical education program, special education program established by an interlocal agreement under IC 36-1-7; joint program agreement established under IC 20-26-10; or charter school requires a license (as defined in IC 20-28-1-7) and whose primary responsibility is the instruction of students in the classroom or virtual classroom.

The term “license” refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

The Mississinewa School Corporation will distribute its Teacher Appreciation Grant monies received from the Indiana Department of Education to the teachers who meet the following criteria:

1. Employed in the classroom or directly provided education in a virtual classroom setting;
2. Received a Highly Effective or an Effective rating on their most recently completed performance evaluation; and
3. Employed on December 1<sup>st</sup> of the year the Corporation receives the Teacher Appreciation Grant monies.
4. Employed by MCSC as a teacher for a minimum of 120 days in the previous school year.

The School Corporation will distribute its Teacher Appreciation Grant monies as follows:

1. To All Effective Teachers: A stipend as determined by the superintendent
2. To All Highly Effective Teachers: A stipend in the amount of 25% more than the stipend given to Effective teachers

The School Corporation will distribute the stipends within 20 business days of the distribution date by the Indiana Department of Education of the Teacher Appreciation Grant monies to the School Corporation.

The Mississinewa School Corporation will not allocate up to 20 percent of the grant received to provide a supplemental award as a stipend to teachers with less than five years of service and who are rated as Effective or Highly Effective. The supplemental award amount received would be in addition to the award amount paid to all eligible teachers.

LEGAL REFERENCE: I.C. 20-43-10-3.5