



MSD of New Durham Township RISE Evaluation Plan

2022-2023

The MSD of New Durham Township RISE Evaluation Plan details the process and procedures by which all certified employees of the school district will be evaluated based on their professional practices.

This plan is based on RISE 3.0, and includes only very minimal local modifications. In accordance with RISE 3.0, our plan emphasizes the following core beliefs regarding teachers, professionalism, and effective practices:

1. Providing effective teachers to our students is the essential to student success.
2. Teachers are professionals and should be respected as such.
3. Constructive and practical feedback makes a positive difference for all teachers.

Our philosophy regarding teacher evaluation is that it should never be perceived as negative or punitive in nature. Evaluation is intended to grow educators to be the best they can be, and to evolve into the best versions of themselves as professionals. This system was designed with that goal in mind and is fully intended to support teachers and provide a collaborative means toward continuous improvement, in conjunction with administration.

The following pages outline the specific features of The MSD of New Durham Township RISE Evaluation Plan. All certified employees should review this document annually and discuss any questions or concerns with administration prior to the evaluation process beginning.

Table of Contents

1. [MSD of New Durham Township RISE Evaluation Plan At-A-Glance](#)
 - a. [Components of Evaluation](#)
 - i. [Observations](#)
 - ii. [Other Professional Practice Components](#)
 - b. [Evaluators](#)
 - c. [Feedback](#)
 - d. [Professional Development Plan](#)
 - e. [Teachers Rated Ineffective](#)
 - f. [Negative Impact](#)
 - g. [Communication](#)
2. [RISE Handbooks and Rubrics](#)
3. [Other Certified Employee Rubrics](#)

MSD of New Durham Township RISE Evaluation Plan At-A-Glance

Components of Evaluation

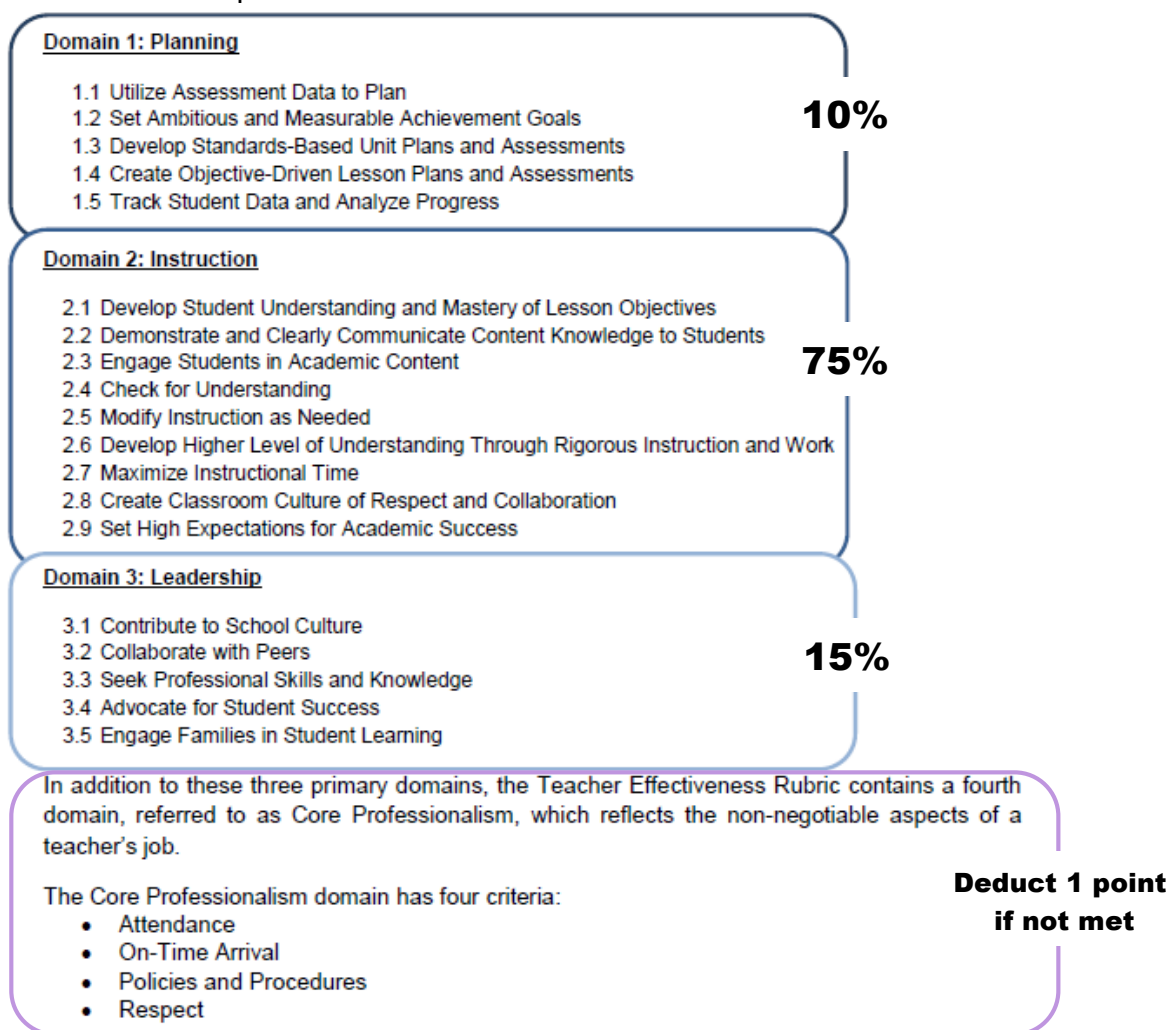
All teachers will receive a final summative performance score according to the following:

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 - 3.5	3.49 – 2.5	2.49-1.75	1.74-1.0

The final teacher evaluation score will be calculated from two elements: classroom observations (90%) and other professional practice components (10%).

Observation Rubric Score—90% of Final Evaluation Score

All certified teachers will be observed using the RISE 3.0 Teacher Effectiveness Rubric. The Rubric contains three differently-weighted domains that are scored based on classroom observations, plus a fourth domain that reflects basic professionalism.



Teachers will be observed by their evaluator(s) according to the following:

- At least 2 Extended Observations (40 minutes or more)
- At least 3 Short Observations (10 minutes or more)

Scores from each observation will be factored together. A teacher may request an additional observation at any time.

Other Professional Practice Components—10% of Final Evaluation Score

All teachers will submit to their primary evaluator evidence of successful implementation of professional practices linked to student outcomes. The teacher is responsible for sharing evidence with the evaluator to showcase proof of accomplishment in the following area(s). The score will be guided by the samples provided by the teacher to attain the corresponding number of points.

<p>ILEARN, IREAD, or NWEA TEST SCORES to demonstrate student proficiency and growth</p> <p>1 point</p>	<p>EVIDENCE OF IMPLEMENTATION OF SCHOOL-WIDE GOALS with data analysis connected to student performance</p> <p>2 points</p>	<p>CLASSROOM-BASED SLO with data to demonstrate student growth</p> <p>1 point</p>
<p>OUTSIDE EVALUATION conducted by trained evaluator</p> <p>1 point</p>	<p>SELF-EVALUATION of observed lesson</p> <p>2 points</p>	<p>AP TEST SCORES to demonstrate student proficiency</p> <p>1 point</p>

Scoring:

1	2	3	4
1 point	2 points	3 points	4+ points

Evaluators

The school principal will be the primary evaluator for all teachers. Secondary evaluators may assist the school principal in conducting observations and provide input to the final evaluation score. All evaluators must be trained in using the evaluation tool and must have or be working towards an administrative license. Training will be offered to evaluators annually, on an as-needed basis.

Feedback

The following table outlines the process for communication before and after each observation:

	Pre-Conference	Post-Conference (in-person)	Written Feedback	Verbal Feedback
Extended Observation	By request	Yes, within 5 school days of observation	Yes	Yes
Short Observation	By request	By request	Yes, within 2 school days of observation	Not required
Final Summative Evaluation Report	N/A	By request	Yes, within 7 school days from completion of evaluation Employee signature required.	Not required

Professional Development Plan

Teachers whose final evaluation score rating is "Improvement Necessary" or "Ineffective" will be placed on a Professional Development Plan (PDP) for the following school year. MSD of New Durham Township will utilize the PDP template included in the RISE 3.0 Handbook (pages 42-45). Teachers who are placed on this plan will engage in regular meetings with administration to ensure collaborate progress towards goals.

The PDP will be instituted for a minimum of 90 days. The evaluator will incorporate the use of license renewal credits and/or Professional Growth Points into the PDP as a means of guiding the professional growth of the teacher in areas of needed improvement.

Administration may also utilize the PDP template to assist teachers with acceptable performance in their growth. The plan should not be considered a punitive tool but a supportive tool to enhance performance at all levels.

Teachers Rated Ineffective

Teachers who receive a final summative rating of "Ineffective" may request a private conference with the Superintendent no later than 5 school days from receiving notice of the rating.

Students may not be instructed by any teacher rated as ineffective for two consecutive years. If, due to staffing constraints, it is impossible to avoid the placement of a student into a classroom with a teacher rated "ineffective" for two consecutive years, the parents of the student will be informed in writing prior to the start of the second school year.

Negative Impact

Negative impact on student learning shall be defined according to 511 IAC 10-6-4(c):

- (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.

Teachers designated by the state as having Negative Impact on student learning will have their final evaluation score adjusted to the "Improvement Necessary" or "Ineffective" category, and will be placed on a Professional Development Plan accordingly.

Communication

No later than August 30 of each school year, the Superintendent will meet with the Westville Teachers Association Representative to discuss this plan and any proposed changes necessary.

No later than September 30 of each school year, the Superintendent will present the written evaluation plan to the Board of School Trustees in a public meeting.

No observations or other components of this evaluation plan will begin until this discussion and presentation have taken place.

RISE Handbooks and Rubrics

Teacher

The RISE 3.0 handbook and observation rubric is linked [HERE](#).

Principal

The RISE 3.0 Principal handbook and rubric is linked [HERE](#).

Other Certified Employee Evaluation Rubrics

School Counselor

The High School Principal will evaluate the High School Guidance Counselor with input from the High School Assistant Principal, using the locally developed School Counselor Rubric. The rubric is linked [HERE](#).

Media Specialist

The Elementary Principal will evaluate the Media Specialist with input from the High School Principal, using the Association of Indiana School Library Educators School Librarian Evaluation Rubric. The rubric and plan is linked [HERE](#).

Athletic Director

The High School Principal will evaluate the Athletic Director with input from the Elementary Principal and/or the High School Assistant Principal, using the locally developed Athletic Director Rubric. The rubric is linked [HERE](#).

Superintendent

The MSDNDT Board of Trustees will evaluate the Superintendent using the Indiana School Board Association Superintendent Evaluation Plan. The rubric and plan is linked [HERE](#).