



Greater Clark County Schools' Teacher Evaluation Process

2022-23

The Superintendent and Executive Team meet with the Corporation Discussion Committee to discuss the plan and present the adjustments to the governing body in a public meeting.

Local Requirement	Notes
Annual Evaluations	
<ul style="list-style-type: none"> ● All teachers will be evaluated a minimum of 2 times annually <ul style="list-style-type: none"> ○ One "long" observation (minimum of 20 minutes) - Competencies will be rated and feedback provided. ○ One "short" observation (minimum of 10 minutes) - Competencies will be rated as observed with feedback provided. ● Teachers will be notified the week of a long observation. Teachers and administrators are asked to communicate any scheduling conflicts and, if possible, determine a mutually agreeable time. ● No prior notice will be given for short observations ● If possible, elementary classroom teachers will be evaluated during a mathematics, literacy or intervention period. ● Teachers MUST complete the self evaluation prior to September 30th. Support and time will be provided to those teachers who may need help completing the self - evaluation. ● Teachers and administrators are encouraged to schedule a conference for further feedback following an observation. ● End-of-year Summative AND CONFERENCE completed prior to MAY 26, 2023 	<p>Final Evaluation Ratings:</p> <ul style="list-style-type: none"> (4) Highly Effective = 3.50 - 4.00 (3) Effective = 2.50 - 3.49 (2) Improvement Necessary = 1.50 - 2.49 (1) Ineffective = 1.00 - 1.49

Rigorous Measures of Effectiveness

Rubrics Developed and Utilized for the Following Groups:

- Assistant Principal
- Dean
- Counselor
- Librarian / Media Specialists
- Speech Therapist
- Instructional Coach
- Teacher
- Administrator

All rubrics are housed in Standard for Success program.

Rubric Domain	Weight
Domain 1: Purposeful planning	10%
Domain 2: Effective Instruction	70%
Domain 3: Teacher leadership	10%
Domain 4: Core Professionalism	10%

Designation in Rating Category

Summative ratings are calculated for ALL certified staff.

Master list of teachers with Improvement Needed/ Ineffective will be reviewed at the end of the year for appropriate rating and teaching assignment.

Final Evaluation Rating:

3.50 - 4.00 = 4 / Highly Effective

2.50 - 3.49 = 3 / Effective

1.50 - 2.49 = 2 / Improvement Needed

1.00 - 1.49 = 1 / Ineffective

Evaluation Feedback

A conference must be provided to any teacher who is marked a rating of "Needs Improvement" or "Ineffective" across several competencies or several indicators within one competency.

Written feedback within the evaluation system must be provided for a teacher marked "Ineffective" across several competencies or several indicators within one competency .

Finalized observation must be electronically released to the teacher within one-week (5 work days) of evaluation. A teacher has one-week (5 work days) following the receipt of an evaluation to provide written feedback or request a conference.

Evaluation Plan Discussion

During the month of August, Principals must schedule at least one professional development period to review the Evaluation Process.

The school corporation will also host a New Teacher Professional Development session focused on the Evaluation

components.

Teachers **MUST** complete the self evaluation prior to September 30th. Support and time will be provided to those teachers who may need help completing the self - evaluation.

Evaluators

Administrators and Administrative interns (teachers acting as administrators) who have completed the INTASS training modules will be conducting evaluations. Administrators will be finalizing all evaluations.

Initial training prior to the start of each school year for all evaluators (Principals, Asst. Principals, Admin Interns etc.)

Ongoing training occurs monthly during Administrative Council sessions.

Locally developed plan - modified RISE - Teacher Effectiveness Rubric Standard For Success

Feedback and Remediation Plans

Our goal is for every teacher to receive an "Effective" or "Highly Effective" rating. When an administrator first marks a rating of **"Needs Improvement"** in more than one competency area or several indicators within one competency area, the administrator **MUST** conference with the teacher to provide details and suggestions for improvement. A goal setting form **MAY** be completed.

When an administrator first marks a rating of **"Ineffective"** in more than one competency area or several indicators within one competency area, the administrator **MUST** conference with the teacher to provide details and suggestions for improvement. A Goal Setting Form **MUST** be completed. If the identified deficiency(ies) warrants, the teacher **MAY** be placed on an Improvement Plan.

Improvement Plan is initiated as needed, following an Observation

- Improvement Plan = 45 days
- Conference conducted within 5 days of completion of plan
- If, upon completion of the Improvement Program, the administrator determines the domain performance has NOT been corrected and other competencies have created concern, an administrator may elect to start a new Improvement Plan for up to an additional 45 instructional days.

Improvement Plans must define competency and provide specific steps that will assist teacher to move from Improvement Necessary or Ineffective to Effective

Upon completion of an Improvement plan, if the teacher receives a rating of "Ineffective" he/she may request a private conference with the superintendent.

[Teacher Evaluation Improvement 22 - 23 Folder](#)

Instruction Delivered by Teachers Rated Ineffective

IDOE Definition provided to establish standards that define actions that constitute a negative impact on student achievement.

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

A master list of teachers with ineffective or needs improvement ratings will be reviewed at end of the year for appropriate rating and teaching assignment.

During annual staffing reviews, quality assurance checks will occur to ensure students are not instructed for two consecutive years by two consecutive teachers rated as ineffective.

If circumstances arise that result in a student receiving instruction for two consecutive years by a teacher rated as ineffective, the school administrator will hold a parent conference.

Teacher Appreciation Grant Policy

The amount of stipend provided to a teacher rated Highly Effective will be 25% greater than the amount of the stipend awarded to a teacher rated Effective.

Policy #3220.01

The Teacher Appreciation Grant will be divided evenly between qualifying schools.