

Metropolitan School District of Mount Vernon
District 6590
MSD of Mt. Vernon RISE Evaluation Plan
Indiana Code 20-28-11.5
FY 2021-22
Annual Evaluations for all Certified Staff

At the MSD of Mt. Vernon, we believe:

Nothing we can do for our students matters more than giving them effective teachers, capable of driving student learning outcomes. Teachers deserve to be treated like professionals. We need a system that differentiates teacher performance in order to give accurate and applicable support and recognition for excellence. The evaluation system will make a positive difference in teachers' everyday lives by providing detailed, constructive feedback, tailored to the individual needs of their classrooms and students.

Professional Practice

Utilizing the Indiana RISE Evaluation Plan for measuring Professional Practice, the RISE Teacher Effectiveness Rubric provides an in-depth description for four performance levels: Highly Effective, Effective, Improvement Necessary, and Ineffective.

What is professional practice?

- The assessment of instructional knowledge and skills, including performance in Planning, Instruction, Leadership, and Core Professionalism

How is professional practice measured in RISE?

- By conducting classroom observation and studying other evidence (such as lesson plans, assessments, etc.)
- By utilizing the Indiana Teacher Effectiveness Rubric to organize information and assess performance

Domain 1: Purposeful Planning (10%)

Teachers use Indiana content area standards to develop a rigorous curriculum, relevant for all students. This builds meaningful units of study, continuous assessment and a system for tracking student progress. It also plans for accommodations and changes in response to a lack of student progress.

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Develop Standards-Based Unit Plans and Assessments
- 1.4 Create Objective-Driven Lesson Plans and Assessments
- 1.5 Track Student Data and Analyze Progress

Domain 2: Effective Instruction (75%)

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level Understanding through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration
- 2.9 Set High Expectations for Academic Success

Domain 3: Teacher Leadership (15%)

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers
- 3.3 Seek Professional Skills and Knowledge
- 3.4 Advocate for Student Success
- 3.5 Engage Families in Student Learning

Core Professionalism

The final of the four domains that contribute to the professional practice rating, illustrate the minimum competencies expected in any profession.

- Attendance
- On-time arrival
- Following policies and procedures
- Respect

IC 20-28-11.5-4 (c) (5), IC 20-28-11.5-4 (d)

Beginning of each school year

Prior to August 1st, the superintendent will meet with the NEA representative to discuss the evaluation plan and make any changes necessary in the plan.

At the first public school board meeting in August, the superintendent will share the updated RISE Evaluation Plan with the school board and other stakeholders. After this information is shared, the evaluation process (pre-observation conferences, observations and evaluations) will begin. Principals (or other administrative staff) will share the observation process, rubric and evaluation process with teachers.

Timing and Frequency of Observations

Primary and Secondary Evaluators (RISE trained principals, assistant principals, special education director, curriculum director, and the superintendent) will conduct a minimum of observations as noted below for all certified teacher staff and support certified staff that obtained a summative score in the Effective or Highly Effective categories the previous year.

- Observations will be spaced appropriately through the year.
- Feedback will be provided to teachers after every observation.
- More observations and feedback will be provided for new and struggling teachers.

Continuing Teachers

Observations	Length	Frequency	Post Conference	Written	Announced
Extended	40 min.	1 / yr. min.	Yes	Within 5 days	Yes
Short	15 min.	2 / yr. min.	No	Within 2 days	No

New Teachers

Observations	Length	Frequency	Post Conference	Written	Announced
Extended	40 min.	2 / yr. min.	Yes	Within 5 days	Yes
Short	15 min.	2 / yr. min.	No	Within 2 days	No

At the end of the school year, evaluators will use the weighted scores from observations, along with the Core Professionalism requirements, to determine the summative evaluation score. If a

teacher fails to meet a standard in the Core Professionalism component, one (1) point will be deducted from the final summative score.

Categories of Performance

Highly Effective	Effective	Improvement Necessary	Ineffective
4.0 - 3.5	3.49 - 3.0	2.99 - 2.0	< 2.0

Evaluation Feedback

IC 20-28-11.5-1, IC 20-28-11.5-5 (b), IC 20-28-11.5-8 (a) (1) (D)

All evaluators have been assigned by the superintendent and trained using the evaluation model outlined.

Feedback and Remediation Plans

IC 20-28-11.5-6

The MSD of Mt. Vernon will utilize the PIVOT application for providing feedback to teachers. Evaluators will deliver continuous, actionable and timely feedback. For teachers scoring below 'Effective Rating' during an observation, a remediation plan will be developed.

Remediation Plans should include:

- Identification of development areas: Work together to define one or two areas for development.
- Action plan: Develop clear, measurable steps the teacher can take to improve.
- Timeline: Establish when and how the teacher will show the action has been accomplished.

Remediation Plan Action Steps

- All action steps should be implementable in 1 - 3 weeks. If not, the action step is too big.
- Coaches, mentors, administrators and/or department heads can support this teacher.
- Professional development, linked to strategies for improvement, can be offered. Professional growth points earned toward license renewal may be used to document participation in such opportunities. Professional development used for PGP's for license renewal must be pre-approved and must be directly related to the improvement plan.
- The teacher will submit by paper or email, items specific to action steps (lesson plans, assessments, etc.)
- Evaluator will return to the classroom for an observation during the 1 - 3 week period.

MSD of Mt. Vernon teachers may request a confidential meeting with the superintendent (a trained RISE Evaluator) to discuss the findings in any observation.

Instruction Delivered by Teachers Rated ‘Ineffective’

IC 20-28-11.5-7

RISE is a support system, not just a summative tool. While all teachers benefit from frequent and actionable feedback, the PD plan formalizes support for teachers who need it. The following teachers may benefit from PD plans:

- Teachers receiving summative evaluation ratings of ‘Improvement Necessary’ or ‘Ineffective’ (mandatory by law - max. 90 day timeline)
- New teachers in their first few years of teaching
- Teachers who struggle throughout the year

Student rosters of ‘Ineffective’ or ‘Needs Improvement’ rated teachers will be managed in each building by the building principal (or his designee) to ensure that no student will have any ‘Ineffective’ or ‘Needs Improvement’ rated teachers for two consecutive years. If due to courses offered or space restrictions, students have assignments to consecutive teachers rated as “Ineffective,” parents will be notified by US mail. IC 20-28-11.5-7

For teachers rated as ‘Needs Improvement’ or ‘Ineffective,’ hold end-of-year conferences with these employees who are eligible for cancellations or nonrenewal of contract due to reductions in force, probationary statute, or incompetence. Although summative ratings will likely not be available, evaluators should use the most complete and accurate information that paints a picture of teacher effectiveness for the year. Any decisions should be based on a body of evidence collected over time, as well as on the evaluator's best professional judgment.

- If a teacher is in danger of dismissal and all evidence collected thus far points to a poor rating, it is recommended that evaluators have these conversations with teachers in the spring, counsel out employees, or notify them of non-continuance. Evaluators will not have summative ratings at this point, but they will have evidence collected throughout the year and established patterns of poor performance from the previous year. This may include (but not limited to) the following: Observation notes, student data (formative and summative), student work, lesson plans, and other assessments.
- To maintain strong instructional teams for their schools, it is critical for principals to make tough employment decisions in the spring, even in the absence of summative

ratings. Given that the best pool of applicants for new teachers is available in the spring, principals cannot afford to wait until August to make those decisions and risk hiring from a weaker pool of applicants.

IC 20-28-7.5-1 (e)(4) permits a corporation to immediately terminate a teacher contract for “incompetence.” Incompetence includes (but is NOT limited to) a teacher’s receipt of ineffective designations on two consecutive performance evaluations (IC 20-28-7.5.1e)(4)(A)) or an ineffective designation or improvement necessary rating in three years of any five year period (IC 20-28-7.5.1e)(4)(B)).

Note that nothing in the law restricts evidence of incompetence to performance evaluation designations. Thus, it appears that the references in IC 20-28-7.5.1(e)(4) to performance evaluations, supplements rather than replaces, existing meanings of incompetence.