



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	Jac-Cen-Del Community Schools
School Corporation Number	6900
Evaluation Plan Website Link	www.jaccendel.k12.in.us/

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 Modified Rise Rubric

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	Page 3

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 all certificated employees, including teachers, administrators, counselors, principals and superintendents	Page 10
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	Page 5

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	Page 10
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	Not Applicable
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	Page 10

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 all certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (e.g., surveys)	Page 11-20 Page 8

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	Page 10 Page 6 Page 3
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Designation in Rating Category

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)(3) 511 IAC 10-6-2(c)	Definition of performance categories Summative scoring process that yields placement into each performance category	Page 9 Page 8
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)	Definition of negative impact on student growth for all certificated staff Description of the process for modifying a final summative rating for negative growth	Page 9 Page 9
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)	Summative scoring process that yields placement into each performance category Weighting (broken down by percentage) of all evaluation components	Page 9 Page 8

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	Page 7

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	Page 10 Page 31-33
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	Page 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	Page 9

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	Page 9
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	Page 9

**JAC-CEN-DEL
COMMUNITY SCHOOLS**



**CERTIFIED EMPLOYEE
EVALUATION PLAN**

UPDATED 2022-2023

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Purpose of This Handbook

The purpose of this handbook is to outline the Jac-Cen-Del Community School teacher evaluation process. The Jac-Cen-Del Community School Corporation Employee Teacher Evaluation Plan complies with Public Law 90 and provides a fair, credible and accurate measure of a teachers professional skills.

This handbook will serve as a reference tool for teachers, peers, mentors and administrators to understand the corporation's process for observing, documenting and evaluating classroom instruction and overall teacher professional performance. This handbook and accompanying documents should be used to better understand the components of the teacher evaluation process, the classroom observation process and the Jac-Cen-Del Teacher Evaluation Plan.

Acknowledgments

This handbook would not have been possible without the continuing efforts of the JCD Evaluation Team to make sure this handbook is updated with the correct policies and procedures. In the event of changes in administration or other unforeseen circumstances, the JCD Evaluation Team will reconvene to make sure this handbook is accurate.

Mission Statement

Our mission at Jac-Cen-Del Community School Corporation is to instill in our students the desire to achieve at their highest potential which will result in effective lifetime learners in an ever-changing world. Our schools will provide the necessary knowledge base through a home/school/community partnership to allow these achievements to become reality.

At Jac-Cen-Del, we wish to do the same with our professional teaching staff, as research has shown that teacher effectiveness is both the most influential and the most controllable factor impacting student achievement. Our goal is thus to promote effective teaching in every classroom by identifying and rewarding effective teaching across our district. We intend to elevate the teaching profession by supporting teachers with targeted professional development and by helping our teachers reach their own professional goals. We believe that by helping our teachers grow and thrive in their craft our students will achieve their potential. When students achieve their potential our community benefits.

As a school community, we firmly believe teacher professional growth can be most effectively impacted by Evaluation and Professional Development.

1. **Evaluation of Professional Practice:** At Jac-Cen-Del, we value multiple sources of data. As such, we will use the following information to evaluate teacher performance:
 - a. Principal or Assistant Principal Classroom Observations
 - b. Student Achievement Data (Schoolwide Learning Measure)
 - c. Evidence collected and presented by teachers in Evidence Reports

2. **Professional Development:** Evaluations at Jac-Cen-Del are based on the concept of continuous improvement. We believe all teachers can improve in some aspect of their teacher, regardless of their score or evaluative ranking. Through classroom observations, administration can assist teachers in identifying and defining areas to reinforce in order to improve professional practice. Classroom

observation and evaluation may be used to help teachers set training and professional development paths to support their own continuing growth as educators. As a collective group, teacher observation and evaluation ratings may be aggregated to identify potential gaps and needs, as well as strengths, as a way to support and drive forward continuing school improvement.

Objectives of the Evaluation Plan:

The objectives for the Jac-Cen-Del Teacher Evaluation Plan are:

1. Provide professional development opportunities to help teachers perform at a higher level and improve educational services to our students.
2. Accurate and efficient documentation of the performance of teachers.
3. Commitment to accountability in the performance of the certified employees duties and responsibilities.

Evaluation Framework:

Jac-Cen-Del Community Schools Corporation utilized a modified RISE framework for collecting and presenting data to document teacher performance. This is known as the Jac-Cen-Del Teacher Evaluation Plan (JCDTEP). This plan provides both structure and flexibility, as it is used for all subjects across all grade levels. The plan defines common purposes and expectations, thereby guiding effective instructional practice. Parallel to this, the rubric provides flexibility by allowing for individualized teacher creativity and initiative. The overarching goal is to support the continued professional growth and development of each teacher by consistent monitoring, analyzing and applying pertinent data compiled within a system of meaningful feedback and professional growth.

The primary purposes of the JCDTEP process are:

- Provide for optimal student learning and academic growth
- Increase the instructional quality of our educators by providing for accountability for classroom performance and teacher effectiveness
- Contribute to the successful achievement of the goals and objectives of the Jac-Cen-Del Community School Corporation

The JCDTEP is defined by:

- A focus on the relationship between professional performance and improved student academic achievement
- Sample performance indicators for each competency (JCD Teacher Effectiveness Rubric)
- A system for documenting teacher performance based on multiple indicators and data sources
- A system for performance reviews that stress the importance of the teacher-administrator relationship and teacher involvement in the evaluation process, focused on accountability and professional improvement
- A support system for continued professional development of all staff, especially those needing focused assistance