



Connecting-Engaging-Growing

Elwood Community School Corporation

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ECSC Teacher Evaluation Handbook

The Elwood Community School Corporation Teacher Evaluation Handbook is RISE 3.0, the Indiana Department of Education evaluation model. 100% of Teacher Effectiveness Ratings will be based on the rubric. The Standards for Success software program will be utilized to deliver evaluation results to certified staff.

The following employees will use alternative rubrics more aligned with the responsibilities of their positions:

- Administrators
- CTE Staff
- Guidance Counselors/Social Workers
- Instructional Coaches
- Intervention/Title I Teachers
- Librarian
- Special Education Staff

Teachers not rated as Effective or Highly Effective for the previous school year, will have a minimum of two extended (40 minute) observations a year; one each semester. This group of teachers will also have a minimum of one short (10 minute) and/or walkthrough observation per semester. Teachers rated as Effective or Highly Effective for the previous school year will have a minimum of one extended observation and two short and/or walkthrough observations.

Formal observations will not begin until after the first full week of school and shall be completed prior to the last two weeks of the school year. Short observation feedback will be given within two days of the observation. Extended observation feedback will occur within five days of the observation and a post-conference scheduled within 5 days of the teacher receiving the feedback. Summative evaluations will be completed no later than the day before the last teacher work day of the school year.

Evaluators for certified staff will be certified administrators. When possible, this will be an administrator who works primarily in the building where the teacher is employed. Evaluators will go through an in-depth initial training of RISE prior to starting observations. The Superintendent or the Superintendent's designee will provide ongoing professional development on the observation and feedback process.

School and District administration will ensure a student will not be instructed for two consecutive years by two consecutive teachers that are rated as Ineffective. If it is not possible to comply with this, Elwood Community School Corporation will notify parents and guardians prior to school starting.

Teacher Support Process

Any teacher who receives an *Improvement Necessary* rating on their Summative Evaluation will be placed on a Support Plan. In addition, any evaluation containing Ineffective ratings will be addressed with a heightened sense of urgency. The singular goal of the plan is to clearly communicate performance expectations to the teacher and provide the necessary support for the teacher to return to the regular evaluation process. The rubric defining professional

practice serves as the resource to clearly define the area(s) and level of professional practice expected from the teacher. Resulting professional behavior aligned with the rubric and identified by the Primary evaluator returns the teacher to the regular teacher appraisal process. When this occurs, the teacher will be notified in writing of the status change.

The process begins with the Primary evaluator notifying the teacher in writing of the specific area(s) in need of improvement. The flow chart defining the support process is explained to the teacher. The initial meeting will include both the Primary and Secondary evaluators. The teacher is encouraged to have peer support (i.e. mentor teacher and/or ECTA representation) attend the meeting as well. Plan design will include the following:

1. concern(s) about professional performance
2. suggestions/strategies for improvement
3. determine evidence required to demonstrate proficiency
4. create a teacher action plan that identifies professional development opportunities
5. establish a timeline, including the meeting dates, periodic progress reports, and date for resolution

Depending on the area of improvement, the nature of support could include teaching colleagues to serve as resources to support the teacher. In this situation, the rubric of professional practice continues to serve as a guide for acceptable professional practice. Professional development activities completed during this phase can be used towards license renewal.

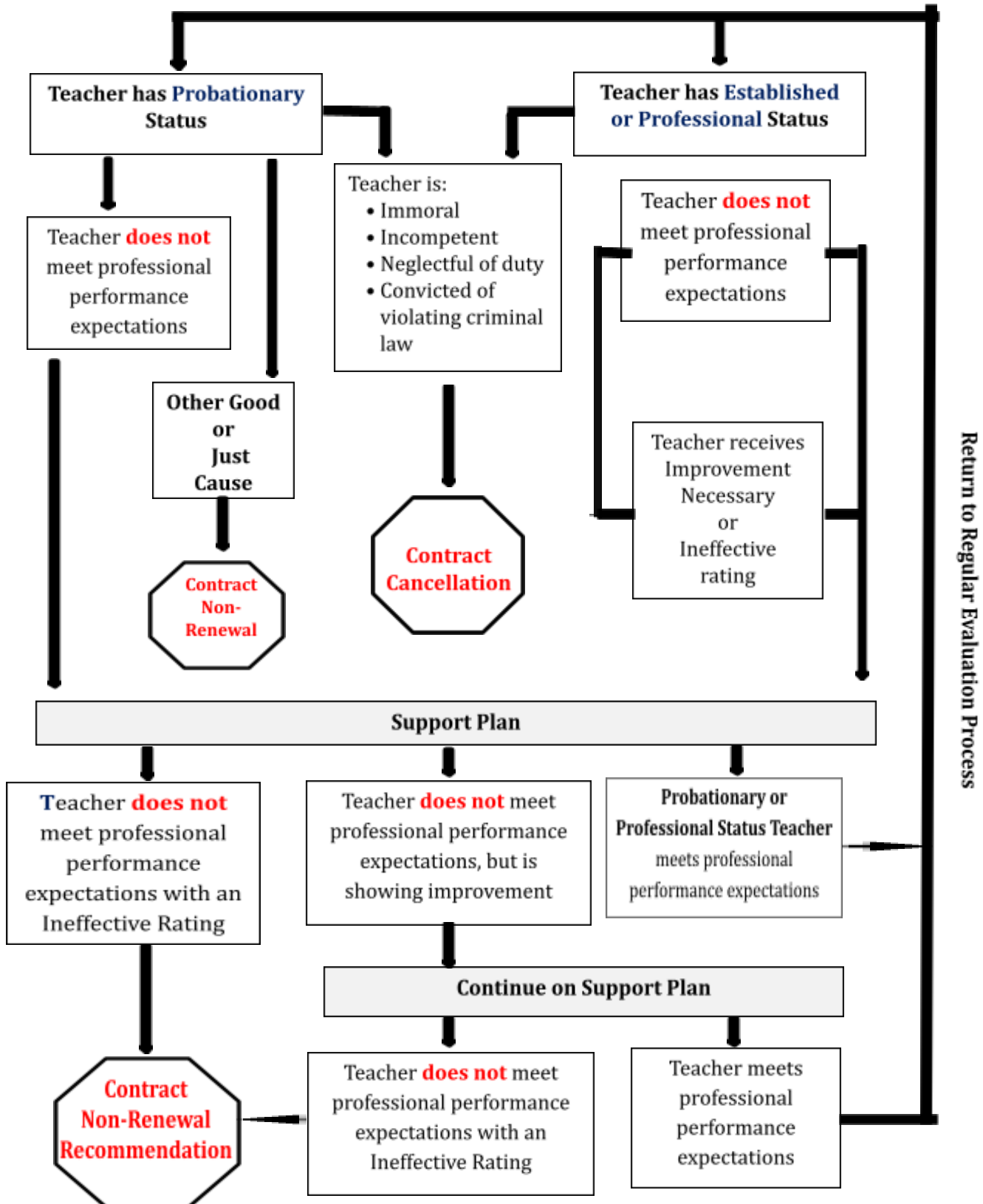
There may be times when a teacher in any phase of the evaluation process has unacceptable behavior. If this should occur, there are provisions for moving the teacher immediately to the Intensive Support phase. In extreme cases, including those of state statute or criminal law violations, the teacher may be suspended pending due process.

Support plan progress must be formally assessed in a conference at the end of each semester. Progress will be reported in writing to indicate one of the following outcomes:

- Successful Completion of Support Plan - ECSC professional expectations were met. The teacher is returned to the regular evaluation process.
- Support Plan continued - The teacher made acceptable progress toward plan completion per periodic progress reports, but improvement needs are still present.
- Support Plan continued with modifications - The teacher made acceptable progress toward plan completion per periodic progress reports, but improvement needs are still present.
- Recommendation for Dismissal - Insufficient progress towards completing the Support Plan documented in periodic progress reports resulting in the teacher receiving an *Ineffective* rating and at least one (1) of the following applies:
 - The teacher received an evaluation rating of *Ineffective* in the year preceding the teacher's initial rating of *Ineffective* (the ineffective teacher, under this section has a year to improve); or
 - The teacher's dismissal is due to a justifiable decrease in the number of teacher positions; or
 - The teacher's dismissal is due to conduct set forth in Indiana Code that applies to all teachers and is grounds for immediate dismissal.

The teacher may request a conference with the Superintendent within seven days of receipt of the evaluation rating.

Teacher Support Program



ELWOOD COMMUNITY SCHOOL CORPORATION

TO:

FROM:

DATE:

SUBJECT: Placement on a Teacher Support Plan

An ECSC Teacher Support Plan is for educators whose professional practice has not developed or has diminished in one or more areas to a point where professional support is needed.

Professional expectations are not being met in the following area(s) as per the evaluation rubric:

To assist with improvement in the area(s) listed above, you are being placed on a Teacher Support Plan. Upon meeting the professional expectations aligned with the rubric and successfully completing the support plan, you will be returned to the regular evaluation process.

While on a support plan, performance that does not meet ECSC professional expectations will be communicated in a conference and in writing by your primary evaluator. Failure to meet performance expectations will result in further action ranging from continuing on a support plan up to and including non-renewal of contract.

Primary Evaluator _____ Date _____

Teacher _____ Date _____

Cc: Teacher's personnel file

ELWOOD COMMUNITY SCHOOL CORPORATION

TO:

FROM:

DATE:

SUBJECT: Return to the Regular Teacher Evaluation Process

The teacher evaluation process for ECSC educators includes a Teacher Support Process for those who have failed to meet professional performance expectations. You have successfully met the performance expectations and are returned to the regular teacher evaluation process. Thank you for your efforts to successfully complete your Support Plan.

Please continue to work diligently to maintain and improve your professional performance. Future performance that does not meet ECSC performance expectation may result in a recommendation to return to a Support Plan.

Cc: Teacher's personnel file