

WABASH CITY SCHOOLS EVALUATION PLAN

For the 2024-2025 school year, Wabash City Schools has adopted a modified version of the Indiana Department of Education's RISE 3.0 evaluation plan, as its teacher, principal and district administration evaluation tool for all personnel. This document sets out procedures for the evaluation implementation of all certificated staff.

The adoption of this plan is aligned with Public Law 90 to ensure that all certified teaching staff will be evaluated annually, student growth data will be included in evaluations, and all teachers will be rated under one of four performance ratings.

EVALUATION PLAN DISCUSSION

A review of the Evaluation Plan will be discussed with the Association Discussion Committee in July. The Evaluation Plan will be presented to the Board for approval by the first meeting in August. This plan will then be shared with all staff.

DEFINITION OF PERFORMANCE RATINGS

All teachers will be rated as one of the following ratings: Highly Effective (4); Effective (3); Improvement Necessary (2); Ineffective (1). Final scores associated with each performance rating are listed below.

Highly Effective Teachers	Effective Teachers	Improvement Necessary Teachers	Ineffective Teachers
Employees with a final score of 3.5 to 4.0.	Employees with a final score of 2.5 to 3.49.	Employees with a final score of 1.5 to 2.49.	Employees with a final score of less than 1.5

EVALUATORS

Principals and assistant principals will be used as the **primary evaluators** for all certified teachers and guidance counselors. The superintendent will evaluate principals and any certificated district level educators.

Principals, assistant principals, the superintendent and Wabash-Miami Area Program (local special education cooperative) coordinators properly trained with RISE tools may be used as **secondary evaluators**.

Evaluators must have the appropriate RISE training. Both primary and secondary evaluators will receive annual internal training conducted district-wide to ensure fidelity of evaluations. New evaluators or current evaluators will receive training via Region 8 Service Center every 5 years. Additionally, administrators will participate in "inter-rater reliability training" throughout the year at Leadership Meetings.

TEACHER EVALUATION

OBSERVATION REQUIREMENTS

Teachers in years one to three with the district will be on the **Long Cycle** and will receive a minimum of 5 observations. This will include three short and two long observations.

After three years in Wabash City Schools, teachers who have been rated as Effective and Highly Effective during the previous school year will move to the **Short Cycle** and will receive a minimum of three observations. This will include two short and one long observation.

Extra Observations

The teacher and the administrator have the right to request additional observations above the number of required observations listed above for both Long and Short Cycles.

Short Observations

These observations are **unscheduled** and should last a minimum of 15 minutes.

Long Observations

These observations should last a minimum of 30 minutes.

For Short Cycle teachers, the **FIRST** long observation will be **scheduled**. It is the administrator's responsibility to schedule and communicate this observation with the teacher. If the date is not conducive to an observation (i.e. class is taking a test, class will be on a field trip, etc.), the teacher is to inform the administrator who will then reschedule. The **SECOND** long observation will be **unscheduled**.

For Long Cycle teachers, the long observation is unscheduled.

OBSERVATION TIMELINES

Long Cycle Timeline

- 1st Short Observation to be completed by September 30th each year
- 1st Long Observation to be completed by October 31st each year
- 2nd Short Observation to be completed by January 31st each year
- 2nd Long Observation to be completed by March 31st of each year
- 3rd Short Observation to be completed by April 30th of each year

Short Cycle Timeline

- 1st Short Observation to be completed by November 30th each year
- 1st Long Observation to be completed by January 31st each year
- 2nd Short Observation to be completed by April 30th each year

**These timelines are targets. We understand that there may be occasions, due to unforeseen circumstances, when these can not be met; however, for the most part, administrators should strive to complete observations by the timelines listed.*

FEEDBACK TIMELINE

Short Observations

- Feedback for Short Observations can be delivered **either** in writing or in person.
- Sharing feedback through Standards for Success is considered "in writing." It is upon the staff member to go into SFS and review that feedback.
- If there are areas of concerns (Competencies marked as Improvement Necessary or Ineffective), feedback must be in person.
- **Feedback should be delivered within five (5) school days.**

Long Observations

- Feedback for Long Observations **must be in person.**
- **Feedback should be delivered within ten (10) school days.**

Summative Conferences

- **Summative feedback must be in person.**
- All summative conferences should be completed by the last teacher work day. In some circumstances, these may need to be completed after the last teacher work day. In these events, the date/time should be agreed upon by the staff member and the administrator.

EVALUATION COMPONENTS

Professional Practice

Per the IDOE Evaluator and Teacher Handbook, Professional Practice is "the assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership and Core Professionalism."

Professional practice is measured using the appropriate RISE rubric for the teacher. For teachers, the first 3 domains—**planning, instruction** and

leadership—will be weighted differently with 75% emphasis on instruction, 15% on leadership, and 10% on planning. Following is a sample TER score.

Domains	Score	Weight	Weighted Rating
Domain 1: Planning	3.2	10%	0.32
Domain 2: Instruction	3.1	75%	2.33
Domain 3: Leadership	2.25	15%	0.38
	Final TER Score		3.09

The final TER will account for 75% of a teacher's final evaluation rating.

Student Learning

Student Learning Measures should be established in accordance with the guidelines of the IDOE RISE tools. Measures should be built on objective tools that look at both performance and growth.

- a. Measures must be set for each certified teacher.
- b. Measures must be approved by building level administration.
- c. A Student Learning Objective is a long-term academic goal that teachers and evaluators set for groups of students. It must be:
 - Specific and measurable
 - Based on available prior student learning data
 - Aligned to state standards
 - Based on growth and achievement

For 2024-2025, all SLO's will be set using NWEA Growth for all teachers in all buildings. Final SLO scores will be calculated using growth on NWEA math (50% of score) and on NWEA reading (50% of score).

Student learning accounts for the remaining 25% of a teacher's final evaluation rating. This final rating could be impacted by the score received for Core Professionalism.

Component	Final Score	Weight	Weighted Rating
Final TER Score	3.09	75%	2.32
SLO/Student Growth	3	25%	.75

Core Professionalism

Core professionalism evaluates **attendance, on-time arrival, policies and procedures** and **respect**. This domain is rated as either **Meets Standard** or **Does Not Meet Standard**. If a teacher does not meet any of the professional core standards, then an additional point from the teachers FINAL score is deducted. See sample below.

1. **Attendance:** Any time that attendance becomes a detriment to the classroom due to absences within the control of the faculty member.*
2. **On-Time Arrival:** Any time that a faculty member demonstrates a pattern (more than 1 time) of failing to make it to school or faculty meetings on time.*
3. **Policies and Procedures:** Any documented failure to follow and uphold the policies and procedures of Wabash City Schools will result in failing to meet the standard.*
4. **Respect:** Any documented failure to meet expectations of respect for administration, colleagues and staff, parents and/or students will result in failing to meet the standard.*

Component	Final Score	Weight	Weighted Rating
Final TER Score	3.09	75%	2.32
SLO/Student Growth	3	25%	.75
Core Professionalism–Meets Standard			3.07
Core Professionalism–Does Not Meet Standard (-1 from final score)			2.07

*A faculty member will not meet the standard if they are written up for any of the above core professional categories or for non-continuance reasons of immorality, incompetence, and/or insubordination.

INEFFECTIVE/IMPROVEMENT NECESSARY TEACHERS

An imperative part of this evaluation plan is to ensure that there are no surprises for those being evaluated. Evaluators should be thorough from the very beginning to ensure areas of concern can be addressed prior to the summative evaluation. The intent of this plan is to support teachers and their jobs of teaching in the classroom. Areas that fall in a 1 or 2 rating should be addressed and a professional development plan to assist in those areas should be established **by the beginning of the year following the receipt of**

the rating.

Teachers rated as ineffective may request a private conference with the superintendent.

- Requests must be made in the form of a written request.
- Superintendent will respond to the request within 5 business days.

Professional Development Plan

- A Professional Development plan will be established for any teacher whose summative performance rating is either a Improvement Necessary or Ineffective; a teacher who requests professional help; or any teacher who the primary evaluator has identified multiple areas of concern through formative assessments.
- Evaluator should differentiate between ratings of 1 and areas of incompetence.
- Professional Development Team may be established to include primary evaluator, teacher, association representative, and a designee of the teachers choice. The teacher may waive association representation. If this is waived, it must be done in writing.
- Goals are established based upon areas of identified 'Improvement Necessary (2) or Ineffective (1).
- Professional Development is addressed for areas of concern.
 - Activities included in the PD Plan may be used as renewal credits for employee's license. This may include, but is not limited to, internal and external training, peer observations, and online training.
- Timelines to discuss progress on goals must be established with a minimum of monthly meetings. For ratings of a Improvement Necessary or Ineffective, but not behavior considered incompetence, immoral or insubordination, a teacher should be afforded 18 weeks to rectify the areas of concern.

INSTRUCTION DELIVERED BY TEACHERS RATED INEFFECTIVE

Wabash City Schools strives to ensure that students are taught by Effective and Highly Effective teachers. In the event that a teacher is rated as Ineffective, their previous year's class list will be pulled. Building administrators will look over the class lists to ensure that students are not receiving instruction from an Ineffective teacher for two (2) consecutive years.

In the case this cannot be avoided based upon the limited numbers of teachers in a department, the appropriate documentation will be sent to parents of students in that teacher's class. The documentation should meet the basic requirements of the law but support the communication between teacher, parent and building level administrator to ensure a positive

educational environment that ensures student learning.

GUIDANCE COUNSELOR EVALUATION

OBSERVATION REQUIREMENTS

Guidance counselors in years one to three with the district will be on the **Long Cycle** and will receive a minimum of 5 observations. This will include three short and two long observations.

After three years in Wabash City Schools, guidance counselors who have been rated as Effective and Highly Effective during the previous school year will move to the **Short Cycle** and will receive a minimum of three observations. This will include two short and one long observation.

Extra Observations

The guidance counselor and the administrator have the right to request additional observations above the number of required observations listed above for both Long and Short Cycles.

Short Observations

These observations are unscheduled and should last a minimum of 15 minutes.

Long Observations

These observations should last a minimum of 30 minutes. For Short Cycle guidance counselors, the **FIRST** long observation will be **scheduled** and the **SECOND** long observation will be **unscheduled**. For Long Cycle guidance counselors, the long observation is unscheduled. It is the administrator's responsibility to schedule and communicate this observation with the guidance counselor. If the date is not conducive to an observation, the guidance counselor is to inform the administrator who will then reschedule.

OBSERVATION TIMELINES

Long Cycle Timeline

1st Short Observation to be completed by September 30th each year

1st Long Observation to be completed by October 31st each year

2nd Short Observation to be completed by January 31st each year

2nd Long Observation to be completed by March 31st of each year

3rd Short Observation to be completed by April 30th of each year

Short Cycle Timeline

1st Short Observation to be completed by November 30th each year

1st Long Observation to be completed by January 31st each year

2nd Short Observation to be completed by April 30th each year

**These timelines are targets. We understand that there may be occasions, due to unforeseen circumstances, when these can not be met; however, for the most part, administrators should strive to complete observations by the timelines listed.*

FEEDBACK TIMELINES

Short Observations

- Feedback for Short Observations can be delivered **either** in writing or in person.
- Sharing feedback through Standards for Success is considered "in writing." It is upon the staff member to go into SFS and review that feedback.
- If there are areas of concerns (Competencies marked as Improvement Necessary or Ineffective), feedback must be in person.
- **Feedback should be delivered within five (5) school days.**

Long Observations

- Feedback for Long Observations **must be in person.**
- **Feedback should be delivered within ten (10) school days.**

Summative Conferences

- **Summative feedback must be in person.**
- All summative conferences should be completed by the last guidance counselors work day. In some circumstances, these may need to be completed after the last guidance counselors work day. In these events, the date/time should be agreed upon by the staff member and the administrator.

EVALUATION COMPONENTS

Professional Practice

Professional practice is measured using the Indiana RISE Guidance Counselor rubric. For counselors, the four domains—**academic achievement, student assistant services, career development** and **professional leadership**—will be weighted equally at 25%. Below is a sample EER score.

Domains	Score	Weight	Weighted Rating
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Domain 1: Academic Achievement	3.0	25%	0.75
Domain 2: Student Assistant Services	3.2	25%	0.8
Domain 3: Career Development	3.0	25%	0.75
Domain 4: Professional Leadership	3.4	25%	0.85
	Final TER Score		3.15

The final EER will account for 75% of a guidance counselor's final evaluation rating.

Student Learning

Student Learning Measures should be established in accordance with the guidelines of the IDOE RISE tools. Measures should be built on objective tools that look at both performance and growth.

- c. Measures must be set for each certified guidance counselor.
- d. Measures must be approved by building level administration.
- c. A Student Learning Objective is a long-term academic goal that teachers and evaluators set for groups of students. It must be:
 - Specific and measurable
 - Based on available prior student learning data
 - Aligned to state standards
 - Based on growth and achievement

For 2024-2025, all SLO's will be set using NWEA Growth for all guidance counselors in all buildings. Final SLO scores will be calculated using growth on NWEA math (50% of score) and on NWEA reading (50% of score).

Student learning accounts for the remaining 25% of a guidance counselor's final evaluation rating. This final rating could be impacted by the score received for Core Professionalism.

Component	Final Score	Weight	Weighted Rating
Final EER Score	3.15	75%	2.36
SLO/Student Growth	3	25%	.75

Core Professionalism

Core professionalism evaluates **attendance, on-time arrival, policies and procedures** and **respect**. This domain is rated as either **Meets Standard** or **Does Not Meet Standard**. If a guidance counselor does not meet any of the professional core standards, then an additional point from the guidance counselor's FINAL score is deducted. See sample below.

1. **Attendance:** Any time that attendance becomes a detriment to the classroom due to absences within the control of the faculty member.*
2. **On-Time Arrival:** Any time that a faculty member demonstrates a pattern (more than 1 time) of failing to make it to school or faculty meetings on time.*
3. **Policies and Procedures:** Any documented failure to follow and uphold the policies and procedures of Wabash City Schools will result in failing to meet the standard.*
4. **Respect:** Any documented failure to meet expectations of respect for administration, colleagues and staff, parents and/or students will result in failing to meet the standard.*

Component	Final Score	Weight	Weighted Rating
Final TER Score	3.15	75%	2.36
SLO/Student Growth	3	25%	.75
Core Professionalism–Meets Standard			3.11
Core Professionalism–Does Not Meet Standard (-1 from final score)			2.11

*A faculty member will not meet the standard if they are written up for any of the above core professional categories or for non-continuance reasons of immorality, incompetence, and/or insubordination.

INEFFECTIVE/IMPROVEMENT NECESSARY GUIDANCE COUNSELORS

An imperative part of this evaluation plan is to ensure that there are no surprises for those being evaluated. Evaluators should be thorough from the very beginning to ensure areas of concern can be addressed prior to the summative evaluation. The intent of this plan is to support guidance counselors. Areas that fall in a 1 or 2 rating should be addressed and a professional development plan to assist in those areas should be established **by the beginning of the year following the receipt of the rating.**

Guidance counselors rated as ineffective may request a private conference with the superintendent.

- Requests must be made in the form of a written request.
- Superintendent will respond to the request within 5 business days.

Professional Development Plan

- A Professional Development plan will be established for any guidance counselor whose summative performance rating is either a Improvement Necessary or Ineffective; a guidance counselor who requests professional help; or any guidance counselor whose primary evaluator has identified multiple areas of concern through formative assessments.
- Evaluator should differentiate between ratings of 1 and areas of incompetence.
- Professional Development Team may be established to include primary evaluator, guidance counselor, association representative, and a designee of the guidance counselors choice. The guidance counselor may waive association representation. If this is waived, it must be done in writing.
- Goals are established based upon areas of identified 'Improvement Necessary (2) or Ineffective (1).
- Professional Development is addressed for areas of concern.
 - Activities included in the PD Plan may be used as renewal credits for employee's license. This may include, but is not limited to, internal and external training, peer observations, and online training.
- Timelines to discuss progress on goals must be established with a minimum of monthly meetings. For ratings of a Improvement Necessary or Ineffective, but not behavior considered incompetence, immoral or insubordination, a guidance counselor should be afforded 18 weeks to rectify the areas of concern.

BUILDING/DISTRICT LEVEL ADMINISTRATORS

OBSERVATION REQUIREMENTS

Administrators in years one to three with the district will be on the **Long Cycle** and will receive a minimum of 5 observations. This will include three short and two long observations.

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Extra Observations

The administrator and their supervisor have the right to request additional observations above the number of required observations listed above for both Long and Short Cycles.

Short Observations

These observations are unscheduled and should last a minimum of 15 minutes.

Long Observations

These observations should last a minimum of 30 minutes. For Short Cycle administrators, the **FIRST** long observation will be **scheduled** and the **SECOND** long observation will be **unscheduled**. For Long Cycle administrators, the long observation is unscheduled. It is the supervisor's responsibility to schedule and communicate this observation with the administrator. If the date is not conducive to an observation, the administrator is to inform the supervisor who will then reschedule.

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- Feedback for Long Observations **must be in person.**

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Summative Conferences

- **Summative feedback must be in person.**
- All summative conferences should be completed by the administrator's last work day. In some circumstances, these may need to be completed after the administrator's last work day. In these events, the date/time should be agreed upon by the administrator and the supervisor.

EVALUATION COMPONENTS

Professional Practice

Professional practice is measured using the appropriate rubric depending on the job assignment of the administrator. For principals, the two domains—**teacher effectiveness** and **leadership activities**—will be weighted equally at 50%. Below is a sample EER score.

Domains	Score	Weight	Weighted Rating
Domain 1: Teacher Effectiveness	3.1	50%	1.55
Domain 2: Leadership Activities	2.9	50%	1.45
Final TER Score			3.00

The final EER will account for 75% of a principal's final evaluation rating.

Student Learning

Student Learning Measures should be established in accordance with the guidelines of the IDOE RISE tools. Measures should be built on objective tools that look at both performance and growth.

- Measures must be set for each certified administrator.
- Measures must be approved by the supervisor.
- A Student Learning Objective is a long-term academic goal that teachers and evaluators set for groups of students. It must be:
 - Specific and measurable
 - Based on available prior student learning data
 - Aligned to state standards
 - Based on growth and achievement

For 2023-2024, all SLOs will be set using NWEA Growth for all administrators throughout the district. Final SLO scores will be calculated using growth on NWEA math (50% of score) and on NWEA reading (50% of score).

Student learning accounts for the remaining 25% of a principal's final evaluation rating. This final rating could be impacted by the score received

for Core Professionalism.

Component	Final Score	Weight	Weighted Rating
Final EER Score	3.00	75%	2.25
SLO/Student Growth	3	25%	.75

Core Professionalism

Core professionalism evaluates **attendance, on-time arrival, policies and procedures** and **respect**. This domain is rated as either **Meets Standard** or **Does Not Meet Standard**. If a guidance counselor does not meet any of the

professional core standards, then an additional point from the principal's FINAL score is deducted. See sample below.

1. **Attendance:** Any time that attendance becomes a detriment to the classroom due to absences within the control of the faculty member.*
2. **On-Time Arrival:** Any time that a faculty member demonstrates a pattern (more than 1 time) of failing to make it to school or faculty meetings on time.*
3. **Policies and Procedures:** Any documented failure to follow and uphold the policies and procedures of Wabash City Schools will result in failing to meet the standard.*
4. **Respect:** Any documented failure to meet expectations of respect for administration, colleagues and staff, parents and/or students will result in failing to meet the standard.*

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INEFFECTIVE/IMPROVEMENT NECESSARY ADMINISTRATORS

An imperative part of this evaluation plan is to ensure that there are no surprises for those being evaluated. Evaluators should be thorough from the very beginning to ensure areas of concern can be addressed prior to the

summative evaluation. The intent of this plan is to support administrators. Areas that fall in a 1 or 2 rating should be addressed and a professional development plan to assist in those areas should be established **by the beginning of the year following the receipt of the rating.**

Administrators rated as ineffective may request a private conference with the superintendent.

- Requests must be made in the form of a written request.
- Superintendent will respond to the request within 5 business days.

Professional Development Plan

- A Professional Development plan will be established for any administrator whose summative performance rating is either a Improvement Necessary or Ineffective; an administrator who requests professional help; or any administrator whose primary evaluator has identified multiple areas of concern through formative assessments.
- Evaluator should differentiate between ratings of 1 and areas of incompetence.
- Professional Development Team may be established to include primary evaluator, administrator, and a designee of the administrators choice.
- Goals are established based upon areas of identified 'Improvement Necessary (2) or Ineffective (1).
- Professional Development is addressed for areas of concern.
 - Activities included in the PD Plan may be used as renewal credits for employee's license. This may include, but is not limited to, internal and external training, peer observations, and online training.
- Timelines to discuss progress on goals must be established with a minimum of monthly meetings. For ratings of a Improvement Necessary or Ineffective, but not behavior considered incompetence, immoral or insubordination, an administrator should be afforded 18 weeks to rectify the areas of concern.

SUPERINTENDENT EVALUATION

The Wabash City Schools superintendent will be evaluated by two components. The first component is the Superintendent Rubric created by IASB/IAPSS. This evaluation rubric contains proficiency elements that address the following:

1. Human Capital Management
2. Instructional Leadership

3. Personal Behavior
4. Building Relationships
5. Culture of Achievement
6. Organizational, Operational, and Resource Management

The second component will be based on student learning. For the 2024-2025 year, the student learning component will be based on NWEA Growth in both math and language arts for the entire district.

If a concern about the superintendent's performance arises, the Board will notify the superintendent immediately. The superintendent will be given the opportunity to make improvements in performance prior to the summative evaluation.