

# RENSELAER CENTRAL SCHOOLS CORPORATION

## Staff Performance Evaluation Plan

2025-2026

### **Performance Plan**

Rensselaer Central Schools Corporation (RCSC) will utilize a locally-modified version of the state's RISE plan as its evaluation system.

### **Annual Performance Evaluations for Each Certificated Employee**

Evaluations shall be conducted on an annual basis for each certificated employee in the school corporation. An evaluation plan, developed in accordance with Indiana law and encompassing the approved instrument and schedule of observations, shall be implemented to ensure adherence to Board policy and state law.

### **Evaluation Plan Discussion**

The evaluation plan will be discussed annually by a team of administrators and discussed with the teachers' representative to determine possible changes for the following year. A written evaluation plan will be explained to the Rensselaer Central Schools Corporation Board of School Trustees in a public meeting.

### **Components of the Performance Evaluation Model**

This evaluation plan relies on multiple sources of information. Teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism. In addition, the Corporation may consider the following components(po3220):

- Test scores of students (both formative and summative)
- Classroom presentation observations
- Observation of student-teacher interactions
- Knowledge of subject matter
- Dedication and effectiveness of the teacher through time and effort on task
- Contributions of teacher through group teacher interactivity in fulfilling the school improvement plan
- Cooperation of the teacher with supervisors and peers
- Extracurricular contributions of the teacher
- Outside performance evaluations
- Compliance with Corporation rules and procedures
- Other items considered important by the Corporation in developing each student to the student's maximum intellectual potential and performance.

### **Evaluators**

All current administrators have received evaluator training on the RISE Evaluation plan. New evaluators will receive training from either the service center or the Indiana Department of Education. In addition, evaluators receive ongoing support from the Standards for Success evaluation program used by RCSC.

- Principals and District Administration will evaluate teachers. They must have completed all sessions of the RISE Training for Teachers.
- Superintendent will evaluate building administrators. These evaluators must have completed all sessions of RISE Training for Principals.
- School Board members will evaluate the Superintendent. They must have completed training for superintendent evaluation.

### **Length of Service**

Every teacher must work 120 days or more to receive a summative evaluation rating. If a teacher works less than 120 day throughout the school year, the teacher will be observed and evaluated as time permits, but will not receive a summative evaluation rating.

## Performance Categories

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The *highly effective* teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
  - **RISE Finalization Rating: 3.5-4.0**
- **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
  - **RISE Finalization Rating: 2.5-3.49**
- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
  - **RISE Finalization Rating: 1.5-2.49**
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The *ineffective* teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
  - **RISE Finalization Rating: less than 1.50**

All certified staff rated ineffective can request a private conference with the Superintendent by sending a written request to the Superintendent within seven (7) days of receiving the written completed evaluation. The Superintendent will schedule the private conference within fourteen (14) days of receiving the request.

## Evaluation Process

Teachers will be evaluated using Extended Classroom Observations and Short Classroom Observations.

- **Extended Classroom Observation**  
Extended observations will be a minimum of 40 minutes in length. Written feedback shall be provided to the teacher within five (5) school days following the observation. A post-observation conference will be conducted within eight (8) school days.
- **Short Classroom Observation**  
Short observations will be a minimum of 10 minutes in length. Written feedback shall be provided to the teacher within three (3) school days. A post-observation conference is not required but may be conducted at the evaluator's discretion.

The data acquired from classroom observations will be collected using the Standards for Success software. This will make the accumulated data available to teachers and administrators to have reflective discussions about best practices, future trainings, and ultimate improvement.

Certified teachers with zero (0) to three (3) years of experience at RCSC will receive one (1) short classroom observation and one (1) extended classroom observation annually.

Certified teachers who have completed three (3) years at RCSC will receive one (1) extended classroom observation annually.

## Recommended Timeline

August/September	Beginning of year conference (optional)
September/October	Short Observations
October – February	Extended Observations
February – April	Short Observations
May – June	End of Year conferences
June	Finalization paperwork submitted to Central Office by Building Principals

### **Professional Development**

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an “ineffective” or “improvement necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90. The Remediation Plan developed for teachers’ rate “ineffective” or improvement necessary” shall be for no more than 90 days.

Teachers needing a professional development plan, work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference at which point the evaluator and teacher discuss the teacher’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effective Rubric. Teacher with professional development plans are required to use license renewal credits for professional development activities.

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

### **Instruction Delivered by Teachers Rated Ineffective**

No student will receive instruction for two (2) consecutive years from a teacher or teachers rated ineffective unless the situation is unavoidable.

When it is unavoidable that a student is assigned to consecutive teachers rated ineffective, the principal will send a letter to the parent. The letter will explain why this situation is unavoidable and will be sent no later than thirty (30) days prior to the beginning of school.

A record of students who were taught by teachers rated as ineffective will be kept in our student management system. Principals will be responsible for scheduling students at each school. Principals shall schedule students, when possible, that avoids assigning them to an ineffective teacher two (2) years in a row.

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