Evaluation and Compensation Plan

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ONT Evaluation and Compensation Model

Effective July 1, 2012, status for teachers has been changed by Indiana law to include:

- Established – All teachers given a continued contract by July 1, 2012
- Probationary—All new hires for the 2012-2013 school year
- Professional—Teachers rated as Distinguished or Proficient in three of five years

Changes in Professional Status Based on Performance Level Ratings

- One ineffective or two consecutive improvement necessary ratings can lead to dismissal of a probationary teacher.
- Professional status is lost with one ineffective rating. These teachers move to probationary status.
- A contract with an established teacher may be cancelled if the teacher receives two consecutive ineffective ratings or if the teacher receives an ineffective or improvement necessary rating in three years of any five year period.

Performance Level Ratings:

- **Highly Effective**: A Highly Effective teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. 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 exceeded expectations for academic growth and achievement based on guidelines suggested by the IDOE.

- **Effective**: An Effective teacher consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher who consistently meets expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The proficient teacher’s students, in aggregate, have achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE.

- **Improvement Necessary**: A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. Teacher understands the components of teaching, but implementation is sporadic. A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. 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 achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the DOE.

- **Ineffective**: An ineffective teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. Teaching is below the standard of “do no harm” and requires immediate intervention. An ineffective teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. 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 achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the IDOE.
ONT Evaluation and Compensation Model

The Performance Level Rating at ONT for each staff will be based on four domains as each domain pertains to their specific professional area based on the Danielson’s framework.

The ONT Teacher Evaluation Rubric consists of four domains with a total of twenty-two indicators.

**Domain 1: Planning and Preparation**

1a. Demonstrating knowledge of Content and Pedagogy  
1b. Demonstrating knowledge of Students  
1c. Selecting Instructional Goals  
1d. Demonstrating Knowledge of Resources  
1e. Designing Coherent Instruction  
1f. Assessing Student Learning

**Domain 2: The Classroom Environment**

2a. Creating an Environment of Respect and Rapport  
2b. Establishing a Culture for Learning  
2c. Managing Classroom Procedures  
2d. Managing Student Behavior  
2e. Organizing Physical Space

**Domain 3: Instruction**

3a. Communicating Clearly and Accurately  
3b. Using Questioning and Discussion Techniques  
3c. Engaging Students in Learning  
3d. Providing Feedback to Students  
3e. Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

4a. Reflecting on Teaching  
4b. Maintaining Accurate Records  
4c. Communicating with Families  
4d. Contributing to School and District  
4e. Growing and Developing Professionally  
4f. Showing Professionalism
ONT Evaluation and Compensation Model

The ONT School Psychologist Rubric consists of four domains with a total of twenty-three indicators.

Domain 1: Planning and Preparation

1a. Demonstrating knowledge and skill in using psychological instruments to evaluate students
1b. Demonstrating knowledge of child and adolescent development and psychopathology
1c. Establishing goals for the psychology program appropriate to the setting and the students served
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district
1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention
1f. Developing a plan to evaluate the psychology program

Domain 2: The Environment

2a. Establishing rapport with students
2b. Establishing a culture for positive mental health throughout the school
2c. establishing and maintaining clear procedures for referrals
2d. Establishing standards of conduct in the testing center
2e. Organizing physical space for testing of students and storage

Domain 3: Delivery of Service

3a. Responding to referrals; consulting with teachers and administrators
3b. Evaluating student needs in compliance with National Association of School Psychologist (NASP) guidelines
3c. chairing evaluation team
3d. Planning interventions to maximize students’ likelihood of success
3e. Maintaining contact with physicians and community mental health service providers
3f. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

4a. Reflecting on practice
4b. Communicating with families
4c. maintaining accurate records
4d. Participating in a professional community
4e. Engaging in professional development
4f. Showing professionalism
The ONT Therapeutic Specialist Rubric consists of four domains with a total of twenty-one indicators.

**Domain 1: Planning and Preparation**

1a. Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license
1b. Establishing goals for the therapy program appropriate to the setting and the students served
1c. Demonstrating knowledge of district, state, and federal regulations and guidelines
1d. Demonstrating knowledge of resources, both within and beyond the school and district
1e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students

**Domain 2: The Environment**

2a. Establishing rapport with students
2b. Organizing time effectively
2c. Establishing and maintaining clear procedures for referrals
2d. Establishing standards of conduct in the treatment center
2e. Organizing physical space for testing of students and providing therapy

**Domain 3: Delivery of Services**

3a. Responding to referrals and evaluating student needs
3b. Developing and implementing treatment plans to maximize student’s success
3c. Communicating with families
3d. Collecting information, writing reports
3e. Demonstrating flexibility and responsiveness

**Domain 4: Professional Responsibilities**

4a. Reflecting on practice
4b. Collaborating with teachers and administrators
4c. Maintaining an effective data-management system
4d. Participating in a professional community
4e. Engaging in professional development
4f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality
ONT Evaluation and Compensation Model

The ONT Instructional Specialist Rubric consists of four domains with a total of twenty-two indicators.

Domain 1: Planning and Preparation

1a. Demonstrating knowledge of current trends in specialty area and professional development
1b. Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers served
1d. Demonstrating knowledge of resources, both within and beyond the school and district
1e. Planning the instructional support program, integrated with the overall school program
1f. Developing a plan to evaluate the instructional support program

Domain 2: The Environment

2a. Creating an environment of trust and respect
2b. Establishing a culture for ongoing instructional improvement
2c. Establishing clear procedures for teachers to gain access to instructional Support
2d. Establishing and maintaining norms of behavior for professional interactions
2e. Organizing physical space for workshops or training

Domain 3: Delivery of Service

3a. Collaborating with teachers in the design of instructional units and lessons
3b. Engaging teachers in learning new instructional skills
3c. Sharing expertise with staff
3d. Locating resources for teachers to support instructional improvement
3e. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

4a. Reflecting on practice
4b. Preparing and submitting budgets and reports
4c. Coordinating work with other instructional specialist
4d. Participating in a professional community
4e. Engaging in professional development
4f. Showing professionalism, including integrity and confidentiality
ONT Evaluation and Compensation Model

Artifacts applicable to the professional domains.

- Student IEPs
- Progress reports
- Psychological reports
- Therapist reports-treatment plans, doctor statements
- Test protocols
- CBMs
- Contact logs, phone logs, e-mail communication
- Committee agendas
- Community resource document
- Professional development-Certificates
- Attendance records/treatment sessions for students
- Medicaid documents
- Licenses
- Staff meeting agendas
- Evaluation logs
- Professional material shared among staff
- Professional organization memberships
- Learning Connection communities
- PAR/ Semi-Annual Reports
- ONT sign in/ sign out sheets
- Article 7
- Lesson plans/ reflective logs
- Health Care Plans
- Student work
- Classroom rules/ expectations
- Daily/weekly visual schedules for classrooms
- Safety plans
- Crisis Intervention Plans
- BIP/FBAs
- Transition goals/ services
- IDOE Indicators
- Parent Rights
- School policy/handbook
- Data tracking sheets
- Documentation of therapy assessment tools
- Timeline documentation for assessments
- Assessment reports
- Therapy planning tool
- Evaluations completed by attendees of trainings
- Weekly/Monthly staff calendars
- Artifacts deemed applicable by the evaluator
ONT Evaluation and Compensation Model

The evaluation rubric will be completed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations/walk through, and conferences performed by the primary evaluator, and potentially by a secondary evaluator. The primary evaluator is responsible for tracking evaluation results and helping the employee set goals for professional development. The primary evaluator must perform at least one of the short and at least one of the extended observations during the year. All certified staff must have a minimum of two extended observations per year.

Pre-observation conferences are not mandatory unless the teacher or director request it. Post-observation conferences are mandatory and will provide opportunity for presentation of data and evidence from the teacher.

A short observation/walk through may be announced or unannounced. The evaluator will make the teacher aware that a walk through is being conducted. The short observation/walk through may be performed by either the primary or secondary evaluator. An official short observation/walk through will be followed by written feedback within three school days. There are no conferencing requirements around short observations/walk through, but a post-observation conference may be scheduled at the request of the evaluator or certified staff.

All teachers may have a minimum of three short observations/walk through per semester. However, evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here. Any primary or secondary evaluator may perform a short observation/walk through. The primary evaluator assigning the final, summative rating must perform a minimum of one short observation/walk through.

An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

Prior to the end of the year, the primary evaluator will look at information collected by all evaluators throughout the year and determine the summative rating. He or she will meet with the teacher to discuss this final rating in an end-of-year conference. This summative rating will be used to help determine the overall Performance Level Rating for the teacher. Any teacher who receives an overall rating of Ineffective or Improvement Necessary will not be eligible for salary compensation.

Each teacher will meet with his/her primary evaluator prior to or within the beginning weeks of the school year for approval of their plan for demonstrating student learning growth. Educational coordinators and school psychologists are exempt from this process as they do not write Student Learning Objectives. The collection of data verifying progress toward achieving Student Learning Objectives or student learning will be collected by the teacher and presented to the primary evaluator prior to the determination of the summative rating. All school-wide data will be provided by the primary evaluator. For the school-wide growth measure, the teacher and director must agree at the beginning of the school year which school/district the teacher attaches themselves to for the evaluation process.

A teacher will be rated one of the following Levels of Performance:
Highly Effective
Effective
Improvement Necessary
Ineffective

A teacher must rate at the Highly Effective or Effective level to earn a compensation increase.

Negative Impact

511 IAC 10-6-4 Negative impact on student learning shall be defined as follows:

(1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels shall be published by August 1.
ONT Evaluation and Compensation Model

(2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher’s classes fails to demonstrate student learning or mastery of standards established by the state.

Student Learning

Due to the population served by the ONT certified staff, the measurement of student learning for the teacher performance level will vary. As explained by the IDOE, “Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time.” These measures vary according to student level and subject.

As a part of the teacher performance level rating, student learning will be represented by school/district-wide learning and student classroom performance. School/district-wide learning growth scores will be based on the set requirements by each participating district.

Measurement of student classroom performance for every teacher will be based on a variety of factors. Each teacher using approved interim and classroom assessments will develop a plan for demonstrating student learning growth prior to the start of the school year. Measurement that may be used include state assessments, classroom assessments (purchased or created by teacher/school/corporation), appropriate and relevant IEP goals to track student progress, teacher observations/standards checklist of student performance. Teachers using approved interim or classroom assessments will complete the Student Learning Objectives Process.

Each teacher will meet with his/her primary evaluator prior to or within the beginning weeks of the school year for approval of their plan for demonstrating student learning growth. The collection of data verifying progress toward achieving Student Learning Objectives or student learning will be collected by the teacher and presented to the primary evaluator prior to the determination of the summative rating. All school-wide data will be provided by the respectful school district.

Evaluation Scoring

Teachers using approved interim and classroom assessments will complete the Student Learning Objectives (SLO) Process and be evaluated via the following scoring rubric:

| Evaluation | 83% (.83) |
| School/District-wide | 2% (.02) |
| Student Performance (SLO) | 15% (.15) |

Teachers who do not use approved interim and classroom assessments (e.g. educational coordinators and school psychologists) will be exempt from Student Learning Objectives (SLO) and will be evaluated via the following scoring rubric:

| Evaluation | 98% (.98) |
| School/District-wide | 2% (.02) |

Schools/districts earn an annual grade. This model uses the following formula: A = 4, B = 3, C = 2, D = 1, F = 0. Student Performance: Each teacher writing Student Learning Objectives, they will be scored in the following way for each Student Learning Objective: (1) Ineffective, (2) Improvement Necessary, (3) Effective, (4) Highly Effective.
ONT Evaluation and Compensation Model

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Improvement Necessary</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0-3.6</td>
<td>3.5-2.6</td>
<td>2.5-1.76</td>
<td>1.75-1.0</td>
</tr>
</tbody>
</table>

Sample One:
Teacher A (Intense Intervention)

Evaluation:
Danielson
- Domain I 4/4
- Domain II 3/4
- Domain III 2/4
- Domain IV 4/4

Average the four Domains (4, 3, 2, 4: 13/4 = 3.25)

School/District-wide “C” rating = 2

Student Learning Objective 3/4 and 4/4 (average the two scores = 3.5)

Teacher Performance Rating
Teacher A

<table>
<thead>
<tr>
<th></th>
<th>Raw Score</th>
<th>Weight</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson</td>
<td>3.25</td>
<td>.83</td>
<td>2.70</td>
</tr>
<tr>
<td>School/District-wide</td>
<td>2</td>
<td>.02</td>
<td>0.04</td>
</tr>
<tr>
<td>Student Performance</td>
<td>3.5</td>
<td>.15</td>
<td>.53</td>
</tr>
<tr>
<td>Final Performance Score</td>
<td></td>
<td></td>
<td>3.27</td>
</tr>
</tbody>
</table>

Teacher A = 3.27 (Effective)

Sample Two:
Teacher B (Occupational Therapist)

Evaluation:
Danielson
- Domain I 3/4
- Domain II 4/4
- Domain III 3/4
- Domain IV 4/4

Average the four Domains (3, 4, 3, 4: 14/4 = 3.5)

School/District-wide “A” rating = 4

Student Learning Objective 4/4 and 4/4 (average the two scores = 4)

Teacher Performance Rating
Teacher B

<table>
<thead>
<tr>
<th></th>
<th>Raw Score</th>
<th>Weight</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson</td>
<td>3.5</td>
<td>.83</td>
<td>2.90</td>
</tr>
<tr>
<td>School/District-wide</td>
<td>4</td>
<td>.02</td>
<td>0.08</td>
</tr>
<tr>
<td>Student Performance</td>
<td>4</td>
<td>.15</td>
<td>.60</td>
</tr>
</tbody>
</table>
Teacher B = 3.58 (Highly Effective)

Sample Three:
Teacher C (Educational Coordinator)

Evaluation:
Danielson

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1/4</td>
</tr>
<tr>
<td>II</td>
<td>2/4</td>
</tr>
<tr>
<td>III</td>
<td>1/4</td>
</tr>
<tr>
<td>IV</td>
<td>3/4</td>
</tr>
</tbody>
</table>

Average the four Domains (1, 2, 1, 3: 7/4 = 1.75)

School/District-wide "B" rating = 2

Note: Educational Coordinators and School Psychologists do not have Student Performance in their formula.

Teacher C

<table>
<thead>
<tr>
<th></th>
<th>Raw Score</th>
<th>Weight</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson</td>
<td>1.75</td>
<td>.98</td>
<td>1.72</td>
</tr>
<tr>
<td>School/District-wide</td>
<td>2</td>
<td>.02</td>
<td>.04</td>
</tr>
<tr>
<td>Final Performance Score</td>
<td></td>
<td></td>
<td><strong>1.76</strong></td>
</tr>
</tbody>
</table>

Teacher C = 1.76 (Improvement Necessary)

Compensation System
Recognizing that the effectiveness of a classroom teacher is the single most important school-level influence on student academic achievement, Old National Trail Special Services believes teacher evaluation and compensation policies and practices should be aligned with teacher effectiveness.

The following items reflect the intended philosophy behind the proposed compensation system:
The proposed compensation system reflects a career ladder based on earned performance levels.
The compensation system reflects clear incentives for teacher performance in a variety of professional responsibilities.
Teachers earn pay increases through hard work and results.
The proposed compensation system is fair and equitable.
The compensation system proposed is easily understood and maintains a culture of collaboration.
The proposed compensation system will provide a relatively high degree of predictability for budgeting.
The proposed compensation system adheres to both the letter and intent of the law.
The proposed compensation system provides incentives to attract and keep outstanding teachers.

Teacher compensation will be based on performance, with teachers earning units for specific performance in the following categories:

1. Evaluation – 4 units
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1. Evaluation (2-4 units)
   Teachers who score in the top two categories (Highly Effective or Effective) on the final summative evaluation rating receive 2 units.
   Teachers earning a Highly Effective rating will receive two bonus units.
   Teachers earning an Improvement Necessary or Ineffective rating will receive 0 units.

2. Professional Growth/Education (1-2 units)
   18 Professional Growth Points in the current contract year = 1 unit
   OR
   3 hours of graduate credit in education or content related course = 1 unit
   OR
   15 Voluntary In-service Hours (trainings)

3. Leadership (1 unit)
   Teachers who received awards in the current contract year by state or nationally recognized education organization = 1 unit
   Examples of these organizations:
   Indiana Department of Education
   U.S. Department of Education
   Milken Institute
   Universities
   State Education Associations
   National Board of Professional Teaching Standards, etc.
   OR
   Voluntary Building or District Leadership Position = 1 unit
   OR
   Voluntary Tutoring or educationally related activities/coaching targeted toward students with special needs (sponsorship outside contract time) with a minimum of 15 hours = 1 unit

4. Years of Experience (1 unit)
   Each year of experience (120 days minimum per TRF) = 1 unit

5. Attendance (1 unit)
   95% attendance during current contract year = 1 unit
   Excludes FMLA qualified leaves
   Calculation includes personal illness leave, family illness, and personal days only

Teachers may earn up to 4 units in category one, up to 2 units in category 2, and 1 unit in categories 3-5, for a maximum of 9 units per year. Teachers will be eligible for performance pay increases each time a teacher reaches the point value necessary for the next Performance Level.

Teachers will be “grandfathered” into the new compensation system at the same base salary they received during the 2012-2013 school year. This will allow teachers to enter the system at various points between levels. The appropriate number of points will be assigned to teachers between levels based on their 2012-2013 base salary.

Teachers evaluated as Ineffective are not eligible to receive any points in any category. Teachers evaluated as Improvement Necessary may receive points for professional growth, leadership, years of experience,
ONT Evaluation and Compensation Model

and attendance. Teachers who are evaluated as Improvement Necessary may not advance levels on the compensation system or receive any additional salary until they are rated Effective.

<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>Earned Points</th>
<th>Base Salary w/3% TRF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>0-23</td>
<td>$33,421</td>
</tr>
<tr>
<td>Level 2</td>
<td>24-47</td>
<td>$37,651</td>
</tr>
<tr>
<td>Level 3</td>
<td>48-71</td>
<td>$42,795</td>
</tr>
<tr>
<td>Level 4</td>
<td>72-95</td>
<td>$47,939</td>
</tr>
<tr>
<td>Level 5</td>
<td>96-119</td>
<td>$53,784</td>
</tr>
<tr>
<td>Level 6</td>
<td>120+</td>
<td>$57,071</td>
</tr>
</tbody>
</table>

School psychologists with an Ed.S. degree receive a stipend of $500 per year.

Those on an extended contracts will be paid their daily rate for days beyond the traditional school calendar.

The balance of the Teacher Effectiveness Grant will be awarded to teachers rated as Highly Effective or Effective.

Following is a scenario to demonstrate how money will be distributed:
Let’s say the grant for Old National Trail Special Services Totals $16,000. There were 43 employees evaluated, and 40 of the 43 employees were rated Highly Effective (12) or Effective (28).
Take the total amount of money ($16,000) divided by number of employees rated Highly Effective or Effective (40).
$16,000/40 = $400.

Those rated Highly Effective, multiply the $400 by 1.25 = $500 each (12 employees x $500 = $6,000)
Those rated Effective, multiply $400 by .75 = $300 (28 employees x $300 = $8,400)

Any money remaining after paying Highly Effective and Effective teachers will be divided evenly among the Highly Effective teachers. In this scenario, $1,600 remains/12 Highly Effective teachers = $133 for a total $500 + $133 = $633 for Highly Effective teachers.

If the above formula ever leaves a negative balance, the Old National Trail Professional Association will determine how to divide the money between employees rated Highly Effective and Effective. This would only occur in instances when more teachers were rated Highly Effective than Effective.

It is necessary to establish a starting point for each teacher within the new system. As the compensation model is build upon the premise of earning points each year through the evaluation system, current teachers will need to be awarded points based on their level of experience and salary as they enter the new system. The table blow indicates the point assigned to each level as we transition to the new system

| Your degree(s) as years of experience as of 2012-2013 |
|-----------------------------------------------|----------------|
| 2012-2013 Level | Points | 2012-2013 Level | Points |
| Bachelor - 0, 1, Master - 0 | 0 | Bachelor - 12 | 50 |
| Bachelor - 2 | 3 | Bachelor - 13, Master - 9 | 54 |
| Master - 1 | 6 | Bachelor - 14 | 59 |
| Bachelor - 3 | 7 | Master - 10 | 60 |
| Bachelor – 4, Master - 2 | 12 | Bachelor - 15 | 64 |
| Bachelor - 5 | 17 | Master - 11 | 66 |
| Master - 3 | 18 | Bachelor - 16 | 68 |
| Bachelor - 6 | 21 | Master - 12 | 72 |
| Master - 4 | 24 | Bachelor - 17 | 73 |
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| Bachelor - 7 | 26   | Bachelor - 18, Master - 13 | 78 |
| Master - 5  | 30   | Master - 14                | 84 |
| Bachelor - 8 | 31   | Master - 15                | 90 |
| Bachelor – 9, Master - 6 | 36   | Master - 16                | 96 |
| Bachelor - 10 | 40   | Master - 17                | 102|
| Master - 7  | 42   | Master - 18                | 108|
| Bachelor - 11 | 45   | Master - 19                | 114|
| Master - 8  | 48   | Master – 20+               | 120|

Old National Trail Compensation Tool

Following the Evaluation and Rating Process:
Procedures established by Indiana law will be followed:

1. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is completed.

2. If a certificated employee receives a rating of improvement necessary or ineffective, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee’s evaluation. The remediation plan must require the use of the certificated employee’s license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. IC 20-28-11.5-6

3. A teacher who receives a rating of ineffective may file a request for a private conference with the director not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the director.

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Teacher’s Name: ____________________ Position: ______________ District: ______________

Administrator’s Name: ______________ Date: ___________ Teacher Status (ineffective, improvement necessary, effective, highly effective)

Teacher Rating: (ineffective, improvement necessary) Date of Revisit Teacher Improvement Plan ______________
## ONT Evaluation and Compensation Model

<p>| Summary of Student Achievement &amp; Growth Data: | Observation Data: [strengths/weaknesses] |</p>
<table>
<thead>
<tr>
<th>Goals: Developed with Teacher</th>
<th>Teacher will do: (how to meet the goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline Goal ________________</td>
<td>Administrator will do: (How administrator will support the teacher in attaining goal)</td>
</tr>
</tbody>
</table>
## Revising of Teacher Improvement Plan

**Administrator’s Assessment:**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Plan for next meeting:</th>
</tr>
</thead>
</table>

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**Administrator’s signature/date:** __________________________  **Teacher’s signature/date:** __________________________
Number of observations: Due to the implementation of the new evaluation process, for the spring semester of 2012, only one extended observation will be required per teacher unless the teacher requests a second extended observation. Beginning in the school year of 2012-2013 all teachers will receive two extended observations.

Student Learning Objectives: Each teacher will meet with his/her primary evaluator prior to or within the beginning weeks of the second semester of the 2011-2012 school years for approval of their plan for demonstrating student learning growth. The collection of data verifying progress toward achieving Student Learning Objectives or student learning will be collected by the teacher and presented to the primary evaluator prior to the determination of the summative rating. All school-wide data will be provided by the primary evaluator.