

Old National Trail Special Services Inter-Local

Evaluation and Compensation Plan 2022-2023

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ONT Evaluation and Compensation Model

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 current academic year
- Professional—Teachers rated as Distinguished or Proficient in three of five years

Changes in Professional Status Based on Performance Level Ratings

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

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The Performance Level Rating is based on five domains. A blended Danielson model is used as the evaluation rubrics for domains 1-4. A fifth domain, Core Professionalism, is used in conjunction with each rubric (refer to page 8 of this document). Each evaluation rubric has the same number of indicators per domain for a total of 19.

Teacher Rubric (Teachers)

Domain I – Planning and Preparation	4 Indicators
Domain II – Classroom Environment	4 Indicators
Domain III – Instruction	4 Indicators
Domain IV – Professional Responsibilities	3 Indicators
Domain V – Core Professionalism	4 Indicators
Total Indicators: 19	

Domain I – Planning and Preparation

- 1a: Lesson planning
- 1a2: Internship *(1a2: applies to teachers who do not teach academics in the place of 1a:)
- 1b: Teaching as a craft
- 1c: Differentiation in planning
- 1d: Lesson outcomes

Domain II – Classroom Environment

- 2a: Teacher interaction with students
- 2b: Discipline and health needs
- 2c: Organizing materials and space
- 2d: Routines

Domain III – Instruction

- 3a: Structure and pacing of lessons
- 3b: Student progress
- 3c: Knowledge and relevance
- 3d: Adjustment and feedback

Domain IV – Professional Responsibilities

- 4a: Responsibilities of Teacher of Record (or Teacher of Service)
- 4b: Seeking professional growth and learning opportunities to advance own knowledge and skill
- 4c: Relationship with colleagues

Domain V – Core Professionalism

- 5.1 Attendance & On-time Arrival
- 5.2 Policies & Procedures
- 5.3 Respect
- 5.4 Ethical

School Psychologist Rubric

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Domain I – Planning and Preparation	4 Indicators
Domain II – Collaboration and Interactions with others	4 Indicators
Domain III – Delivery of Service	4 Indicators
Domain IV – Professional Responsibilities	3 Indicators
Domain V – Core Professionalism	4 Indicators
Total Indicators: 19	

Domain I – Planning and Preparation

- 1a: Utilizing appropriate assessment and data collection methods
- 1b: Following best practices for maintaining proper paperwork/records for evaluations
- 1c: Materials/supplies and flow of testing
- 1d: Shared information prior to initial case conferences

Domain II – Collaboration and Interactions with Others

- 2a: Establishing rapport with students
- 2b: Engaging in consultation and collaboration with school staff
- 2c: Responsiveness
- 2d: Engaging in consultation and collaboration with parents and families

Domain III – Delivery of Service

- 3a: Conducting special education evaluations to inform eligibility, service, and programming decisions in compliance with the National Association of School Psychologist (NASP) guidelines
- 3b: Chairing Evaluation Team
- 3c: Completing evaluations in a timely manner and demonstrating flexibility and responsiveness
- 3d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

Domain IV - Professional Responsibilities

- 4a: Seeking professional growth and learning opportunities to advance own knowledge and skill
- 4b: IIEP System
- 4c: Tracking data on approved data sheets

Domain V - Core Professionalism

- 5.1 Attendance & On-time Arrival
- 5.2 Policies & Procedures
- 5.3 Respect
- 5.4 Ethical

Educational Coordinator Rubric

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Domain I – Planning and Preparation	4 Indicators
Domain II – The Environment	4 Indicators
Domain III – Delivery of Service	4 Indicators
Domain IV – Professional Responsibilities	3 Indicators
Domain V – Core Professionalism	4 Indicators
Total Indicators: 19	

Domain I – Planning and Preparation

- 1a: Demonstrating knowledge of current trends in special education and professional development
- 1b: Establishing clear procedures for teachers to gain access to Special Education Programs
- 1c: Collaborating with teachers in the design of Special Education Programs
- 1d: Demonstrating knowledge of resources, both within and beyond the school and district

Domain II – The Environment

- 2a: Creating an environment of trust and respect
- 2b: Establishing a culture for ongoing instructional improvement
- 2c: Establishing and maintaining professional interactions during case conferences
- 2d: Organizing workshops and/or training (copies, emails, space...)

Domain III – Delivery of Service

- 3a: Engaging teachers in learning new instructional skills
- 3b: Sharing expertise with staff
- 3c: Locating resources for teachers to support instructional improvement
- 3d: Demonstrating flexibility and responsiveness

Domain IV – Professional Responsibilities

- 4a: Coordinating work with other instructional specialists
- 4b: Engaging in professional development
- 4c: Showing professionalism, including integrity and confidentiality

Domain V - Core Professionalism

- 5.1 Attendance & On-time Arrival
- 5.2 Policies & Procedures
- 5.3 Respect
- 5.4 Ethical

Therapeutic Specialist Rubric (SLPs, OTs, PTs)

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Domain I – Planning and Preparation	4 Indicators
Domain II – The Environment	4 Indicators
Domain III – Delivery of Service	4 Indicators
Domain IV – Professional Responsibilities	3 Indicators
Domain V – Core Professionalism	4 Indicators
Total Indicators: 19	

Domain I – 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: Maintaining an effective data management system
- 1d: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students

Domain II – The Environment

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

Domain III – Delivery of Service

- 3a: Responding to referrals and assessing student needs
- 3b: Developing and implementing treatment plans to maximize students' success
- 3c: Establishing rapport with students
- 3d: Collecting information; writing reports

Domain IV – Professional Responsibilities

- 4a: Collaborating with teachers and administrators
- 4b: Participating in a professional community
- 4c: Engaging in professional development

Domain V – Core Professionalism

- 5.1 Attendance & On-time Arrival
- 5.2 Policies & Procedures
- 5.3 Respect
- 5.4 Ethical

Therapeutic Specialist Assistant Rubric (SLPAs, OTAs, PTAs)

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Domain I – Planning and Preparation	4 Indicators
Domain II – The Environment	4 Indicators
Domain III – Delivery of Service	4 Indicators
Domain IV – Professional Responsibilities	3 Indicators
Domain V – Core Professionalism	4 Indicators
Total Indicators: 19	

Domain I – Planning and Preparation

1a: Managing Schedules

1b: Delivers established goals for the therapy program appropriate to the setting and the students served

1c: Maintaining an effective data management system

1d: Delivers the therapy program, integrated with the regular school program, to meet the needs of individual students

Domain II – The Environment

2a: Organizing time effectively

2b: Establishes and maintains clear records

2c: Establishing standards of conduct in the treatment center

2d: Organizing physical space

Domain III – Delivery of Service

3a: Demonstrating flexibility

3b: Delivers treatment plans to maximize students' success

3c: Establishing rapport with students

3d: Responsiveness and working with supervisor

Domain IV – Professional Responsibilities

4a: Guidelines and Independence

4b: Participating in a professional community

4c: Engaging in professional development

Domain V – Core Professionalism

5.1 Attendance & On-time Arrival

5.2 Policies & Procedures

5.3 Respect

5.4 Ethical

Domain V - Core Professionalism

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The Core Professionalism Domain includes four indicators, each of which can detract from the overall performance on the teacher effectiveness rubric by a total of 1 point. ONT Administration has discretion of the increment of the deduction but may not exceed 1 point in total. An employee may “not meet standards” in more than one area, but only 1 point in total may be deducted from the overall effectiveness for Domains I-IV creating the final Domains I-V score (after the deduction).

It will be presumed that an employee is meeting the standards of this domain unless evidence is provided to the contrary.

Indicator	Meets Standard	Does Not Meet Standard
Attendance & On-time Arrival	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and/or on-time arrivals and departures to work and/or all related functions.
Policies & Procedures	School Professional Follows all local, state, & federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, & federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.
Respect	School Professional interacts with students, colleagues, administrators, parent/families, and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent(s)/families, and/or community members in a respectful manner.
Ethical	School Professional exhibits behavior that is professional and ethical, abiding to local, state, and federal laws as well as expectations of the profession.	School Professional exhibits behavior contrary to local, state, and/or federal laws as well as expectations of the profession.

Artifacts applicable, but not limited to the professional domains:

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- 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
- FBAs/BIPs
- 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

Observations

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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 current academic year
- Professional—Teachers rated as Distinguished or Proficient in three of five years

Pre-observation conferences are not mandatory unless the teacher, director, or assistant director requests it. Post-observation conferences for long observations are mandatory. If a long observation is performed by a secondary evaluator, a primary evaluator must participate in the post-observation meeting. This will provide opportunity for presentation of data and evidence from the teacher as well as discussion with administration.

Probationary staff or those rated as Improvement Necessary or Ineffective the former academic year must have a minimum of two long observations and one short observation for the year. For Probationary Staff, one of the long observations must be performed within the first 90 days of employment.

Established staff must have a minimum of one short observation and one long observation per year.

Short observations, long observations, and walk throughs may be announced or unannounced. Observations may take place over one class period/therapy session or span two or more consecutive class periods/therapy sessions. There are no conferencing requirements for short observations or walk throughs, although a post-observation conference may be scheduled at the request of the evaluator or certified staff. There is no minimum length requirement for short observations. The evaluator must provide written feedback to an employee within seven days of performing a short observation.

Long observations are a minimum of 30 minutes in length. The evaluator must provide written feedback to an employee within seven days of performing a long observation. Employees or administration may request a pre-observation conference. A post-observation conference with a primary evaluator is required for long observations. At the post-observation conference, the teacher must sign off on the long observation indicating the meeting occurred. The signature does not indicate agreement with the evaluation.

Short observations do not have a minimum time requirement or a post-observation conference requirement. Short observations may include direct observation of an employee, review of paperwork, unannounced observation during case conferences, walk-throughs, input/evidence from school administrators, etc.

Evaluators may choose to observe employees more frequently than the minimum requirement.

As part of the evaluation process, indicators will be observed and rated by evaluators. Any indicators not rated by the end of the evaluation cycle (typically late April) will be rated as ineffective. Non-applicable (N/A) is a rating determined by administration. There may be occasions when administration selects N/A for an indicator as it does not apply to the employee for the academic year. For further explanation and a sample refer to page 13.

Evidence uploaded by an employee must be rated by the employee with only one rating per indicator. The employee will then receive a final rating for each piece of uploaded evidence by a primary evaluator if necessary.

Ratings

A summative rating will be completed by a primary evaluator, considering Information collected throughout the year. Evaluators are responsible for tracking evaluation results and helping employees develop skills through

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professional development activities as needed. Directives made through the evaluation process should be followed by the teacher. Not following directives may be reflected in employee evaluations.

Once the academic year closes, the primary evaluator will review information collected by all evaluators throughout the evaluation year and determine the summative rating. The summative rating will be communicated to the teacher by the primary evaluator either in person or electronically. A meeting with the primary evaluator to discuss the summative rating may be held at the request of either the teacher or primary evaluator. This meeting is required of all probationary teachers or those earning an Improvement Necessary or Ineffective rating. Any teacher who receives an overall rating of Ineffective or Improvement Necessary will not be eligible for salary compensation.

A teacher will be rated one of the following Levels of Performance:

- Highly Effective
- Effective
- Improvement Necessary
- Ineffective

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

IC 20-43-10-3.5 The amount of a stipend awarded to a teacher rated as Highly Effective must be at least 25% greater than the amount of a stipend awarded to a teacher rated as Effective.

The Teacher Appreciation Grant may differentiate between school buildings (IC 20-43-10-3.5). Due to the uniqueness of Old National Trail Special Services with staff serving students in 17 buildings across 5 corporations, Old National Trail chooses not to differentiate between school buildings.

IC 20-43-10-3.5 The governing body may provide that an amount not exceeding 50% of the amount of a stipend to an individual teacher in a particular state fiscal year becomes a permanent part of and increases the base salary of the teacher receiving the stipend for school years beginning after the state fiscal year in which the stipend is received. The addition to base salary is not subject to collective bargaining but is discussable.

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.
- (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.

*department refers to Indiana Department of Education

Evaluation Scoring

A Summative Rating is calculated using Domains I-V scores.

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Domain 5, Core Professionalism, is calculated and may be deducted from the overall Evaluation Score to exceed a deduction of 1 point.

	Summative Rating Scale		
Highly Effective	Effective	Improvement Necessary	Ineffective
3.5-4.0	2.5-3.49	1.75-2.49	Less than 1.75

The primary evaluator will average ratings for each strand, then calculate a score for each domain by averaging scores from strands within that domain. Ratings for each domain will then be weighted and averaged. An Employee Effectiveness Rating Score will be calculated including Domain 5 as either a score of 0.0 or a negative number not to exceed -1.0.

Self-ratings and N/A do not factor into the score. A primary evaluator will determine if an indicator is N/A for an employee. If any strands are unrated at the end of the evaluation cycle, the strand will be rated as Ineffective. It is the employee's responsibility to make certain to upload quality evidence by the due date for any strand not rated during observations.

Any employee who earns five or more individual ratings of Improvement Necessary and/or Ineffective during an evaluation cycle may not earn an overall rating of Highly Effective or Effective, and the employee is required to be on an Improvement Plan.

Procedures Established by Indiana Law

For complete laws related to Indiana Staff Performance and Evaluations, refer to Indiana Code 20-28-11.5.

IC 20-28-11.5

Chapter 11.5. Staff Performance Evaluations

IC 20-28-11.5-1

"Evaluator"

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:

- (1) has clearly demonstrated a record of effective teaching over several years;
- (2) is approved by the principal as qualified to evaluate under the plan; and
- (3) conducts staff performance evaluations as a significant part of teacher's responsibilities.
- (4) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.

An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.

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IC 20-28-11.5-4

School corporation plan; plan components

Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan beginning with the 2012-2013 school year.

(b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:

- (1) A plan using master teachers or contracting with an outside vendor to provide master teachers.
- (2) The System for Teacher and Student Advancement (TAP).
- (3) The Peer Assistance and Review Teacher Evaluation System (PAR).

(c) A plan must include the following components:

(1) Performance evaluations for all certificated employees, conducted at least annually.

(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:

(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;

(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

(3) Rigorous measures of effectiveness, including observations and other performance indicators.

(4) An annual designation of each certificated employee in one (1) of the following rating categories:

(A) Highly effective.

(B) Effective.

(C) Improvement necessary.

(D) Ineffective.

(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.

(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

(d) The evaluator shall discuss the evaluation with the certificated employee.

IC 20-28-11.5-6

Completed evaluation; remediation plan; conference with superintendent

Sec. 6. (a) 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

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evaluation is conducted.

(b) If a certificated employee receives a rating of ineffective or improvement necessary, 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. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

(c) A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee 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 superintendent or superintendent's designee.

IC 20-28-11.5-7

Student instructed by teachers rated ineffective; notice to parents required

Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2.

(b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.

(c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

(d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.

IC 20-28-11.5-8

State board actions; model plan; approval of plan by teachers

(c) A school corporation may substantially modify the model plan or develop the school corporation's own plan, if the substantially modified or developed plan meets the criteria established under this chapter. If a school corporation substantially modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. If the department makes such a request, before submitting a substantially modified or

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new staff performance evaluation plan to the department, the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the voting teachers vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department.

(d) Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

Key Points:

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. IC 20-28-11.5-6
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. IC 20-28-11.5-6
4. Parents will receive written notification beginning the second year if their child is to be educated by a teacher rated ineffective. IC 20-28-11.5-7 (d)
5. When an employee shows a pattern of improvement necessary and/or ineffective ratings, with increased targeted observations, the employee's overall rating will be at the discretion of the primary evaluator(s).

(Due to the uniqueness of the certified employees of Old National Trail, multiple staff in certain disciplines is not realistic.)

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Remediation Plan

When an ONT Remediation Plan is necessary, it will include as a minimum, the following parts:

Name of Employee

Areas of Concern (with specific Domains and Indicators noted)

Expectations of the Employee (including due dates for activities/actions/Professional Development)

How Old National Trail will Support the Employee (including relevant meeting dates/deadlines)

Initiation Date and End Date (not to exceed 90 school days)

Signature of ONT Administration with date of initial meeting

Signature of ONT Employee with date

Documentation of License Renewal Credits in Professional Development

* Remediation Plan - Refer to IC 20-28-11.5-6 (b)

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Following is a sample of an ONT Remediation Plan that may be used by a primary evaluator:

ONT Remediation Plan

Teacher's Name: _____ Position: _____ District: _____

Administrator's Name: _____ Today's Date: _____

Teacher Status (ineffective, improvement necessary, effective, highly effective)

Teacher Rating: (ineffective, improvement necessary) Date of Revisit Teacher Remediation Plan _____

Initiation Date of Plan: _____ End Date of Plan: _____ (not to exceed 90 school days)

Summary of Student Achievement & Growth Data:	Concerns: (with specific Domains and Indicators)
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<p>Goals: Developed with Teacher</p> <p>Timeline Goal: _____</p>	<p>Teacher will do: (expectation of employee – including due dates for activities/actions/Professional Development)</p> <p>Administrator will do: (How administrator will support the teacher – with due dates included)</p>
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Remediation Plan

<p>Revising of Teacher Improvement Plan</p> <p>Administrator's Assessment:</p>	<p>Date: _____</p> <p>Plan for next meeting:</p>
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(Attach Renewal Credits in Professional Development)

Administrator's signature/date:

Teacher's signature/date:

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