



Southern Wells Community Schools

Certificated Evaluation Plan



MISSION STATEMENT

The mission of the Southern Wells Community Schools is to provide an exemplary experience that maximizes each student's potential in a safe, innovative, and nurturing environment.

Southern Wells Community School vision is to be a place where people are empowered to become their personal best.

















Board approved on August 15, 2023

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Guiding Principles and Philosophy of Education:

GUIDING PRINCIPLES

-  Programs and decisions are based on high moral standards.
-  Parents are key educators in the lives of children.
-  The education of children is our number one priority.
-  Staff members are outstanding role models who are competent in areas of responsibilities.
-  Patriotism and respect for our country are instilled in our students.
-  An environment of continuous improvement is fostered in all programs.
-  The educational programs are designed to be sensitive and responsive to various learning styles and abilities.
-  The programs prepare students for advanced studies and vocational pursuits.
-  School curriculum and related experiences encourage student appreciation of worthy goals which are not built for financial gain.
-  Service to the community and active citizenship are important attributes exhibited by our graduates.
-  School programs will operate with wise and efficient use of fiscal and human resources.
-  Students and staff are challenged to give their best.
-  Our programs will encourage the development of well-rounded individuals.
-  Local priorities are central in the design of school programs.
-  The school improvement process will center on proven successful programs rather than trendy initiatives.
-  Our graduates will become life-long learners who can solve problems and re-train themselves to meet new challenges.

PHILOSOPHY OF EDUCATION

The goal and responsibilities of Southern Wells Community Schools is to fully develop each student's potential, regardless of race, creed, religion, national origin, economic or social background; and to enable each students to be of service to mankind, to live happily with self and others, to assume responsibility as a contributing citizen in society, and to make positive career and life choices. The Board believes that parents are the most important educators in a child's life, and that it is the role of the school corporation to assist parents in their child's education.

Educator Evaluation Plan's Purpose & Goals

Research has shown that teachers are the most significant school-based factor in student achievement. It is essential to not only have a systematic approach to identify highly effective teachers but also systematically provide data and feedback that can be used to improve teacher practice. All aspects of the evaluation plan will have a student-centered focus.

The purpose of the Southern Wells evaluation plan is to ensure quality instruction and promote growth and success of the students. Furthermore, the evaluation plan seeks to ensure we recruit and retain the best teachers and administrators, develop all teachers and administrators to their fullest potential, and address ineffective teachers and administrators fairly but decisively. Teachers and administrators at Southern Wells are well-educated and committed professionals who strive to remain current in their instructional practices.

Therefore, the goals of the evaluation plan are to:

- Recruit the best teachers and administrators;
- Retain the best teachers and administrators;
- Develop all educators to their fullest potential; and
- Address ineffective teachers and administrators

The educator evaluation plan will be made available to all certified staff before evaluations are conducted. It will also be available on the corporation website. In addition, the evaluation plan will be submitted to IDOE as required by IC 20-28-11.5-8(.d).

Role of Evaluator

Measuring teacher professional practice through collecting, reviewing and analyzing evidence requires trained evaluators and a collaborative spirit with teachers. Inter-rater reliability is important to assure that teachers are evaluated appropriately and as similarly as possible. Observations will require a substantial commitment to training for evaluators to ensure inter-rater reliability, as well as training for teachers who will use evaluation results to inform practice. All Southern Wells evaluators shall be properly trained to meet State requirements set forth by the IDOE on evaluation training. To assist, whenever possible, evaluators will work together to ensure the best outcomes for the students we serve. The district will ensure each teacher at minimum will have one primary evaluator. Administrators may also be used as secondary evaluators.

Primary and Secondary Evaluators are defined as the following:

Primary Evaluator: The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator. Principals, Assistant Principal/Dean/Athletic Director, Superintendent, Special Education Cooperative Director or the Special Education Cooperative Assistant Director may serve as primary evaluators.

Secondary Evaluator: An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Each teacher may have more than one secondary evaluator. Principals, Assistant Principal/Dean/Athletic Director, Superintendent, Special Education Cooperative Director or the Special Education Cooperative Assistant Director may serve as secondary evaluators.

Southern Wells will nurture an educational climate in which evaluation is not seen as punitive and teachers are highly involved in the process.

Continual Improvement of Evaluation Plan

Southern Well's evaluation plan will be approached and embraced as a "living document." Southern Wells will continuously seek to improve the plan in order to better meet the needs of our teachers and students. Each year, teachers and administrators will be given the opportunity to provide valuable input through the discussion process prior to explanation with the governing board.

It is important we gain teacher input throughout the process as well. Administration will work with teachers at the conclusion of the evaluation cycle to develop a method of gathering teachers' purposeful and meaningful input in addition to what is set in the feedback section. Each year, an updated evaluation plan will be made available to all certified staff before evaluations are conducted. The true test of the evaluation plan should be whether it gives teachers feedback and proper support necessary to improve.

Expectations and Requirements: An Overview of the Evaluation Plan

The evaluation plan includes the following expectations and requirements:

Annual

Evaluations for all certified staff will be conducted at least annually. A primary evaluator will conduct the annual summative evaluation. (The Superintendent summative evaluation shall be conducted by the School Board of Southern Wells.)

Objective Data

This is the collection of student data on student achievement and growth that will significantly guide the evaluation.

Overview of Components

Every teacher is unique, and the classroom is a complex place. Southern Wells Community Schools relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components:

- 1. Professional Practice** – Assessments 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.
- 2. Student Learning** – A contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including the School Wide Learning Measure as assigned by the building grade through the DOE.

Multiple Measures

Evaluators must use multiple measures to compile a complete and comprehensive picture of each individual's performance. Also, it is determined the weight each measure will hold. Southern Wells will use the following measures:

- TER (Teacher Effectiveness Rubric found in Appendix A);
- SWL (School-Wide Learning Measure) building grade assigned through the IDOE


Each teacher will be assigned to one group with the value of the two components being TER at 95% and SWL at 5%.

Four Performance Level Ratings


As required by Indiana Code 20-28-11.5, each certificated individual will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* individual 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 and defined by the Southern Wells Community Schools.
- **Effective:** An *effective* individual 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 and defined by the Southern Wells Community Schools.

 **Improvement Necessary:** An individual 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 and defined by the Southern Wells Community Schools. Note: Teachers who receive this rating are ineligible for any salary increase for the year in question.

 **Ineffective:** An *ineffective* individual 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 and defined by the Southern Wells Community Schools. Note: Teachers who receive this rating are ineligible for any salary increase for the year in question.

Feedback and Professional Development

Certificated individuals will be provided timely feedback. In addition, professional development will be based on constructive and comprehensive feedback. The following outline critical points regarding feedback and professional development. Forms generated will be used and or substituted as needed to support the process.

Formal observations will be a source of feedback for teachers throughout the school year. Formal observations will conclude by May 1 of each year.

Formal Observations

- Each teacher will participate in a beginning of the year conference with their primary evaluator
- Number: minimum of three short observations (10-15 minutes) and two extended observations (30-40 minutes) for teachers with three years or less experience overall, or teachers in their first year at Southern Wells, or teachers rated ineffective or improvement necessary the prior year. Teachers with more than 1 year experience at Southern Wells who also have more than 3 years' experience

overall, or teachers rated as effective or highly effective the prior year will have a minimum of two short observations (10-15 minutes) and one extended observation (30-40 minutes).

- Extended observations will be announced
- All formal observations will utilize the evaluator observation form or electronic version of the same (see *Appendix B*)
- Evaluators will provide specific and meaningful feedback on performance following all observations within five school days. Both extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year. However, all evaluators are expected to provide specific and meaningful feedback on performance following all observations.



 Pre-conferences may be held

There are no maximum limits on the number of observations, conferences and/or written evaluations. Additional observations, conferences and/or written evaluations may occur at any time when deemed necessary by the evaluator or at the request of the teacher.

A copy of the completed summative rating form (see *Appendix B*), including any documentation related to the evaluation, will be provided to the teacher no later than seven (7) days after the end-of-year conference is conducted. The end of the year conference timeline is dependent upon the IDOE's ability to provide Southern Wells with pertinent annual data. The primary evaluator shall review and discuss the evaluation with the teacher.

If a certificated staff receives a rating of *Needs Improvement* or *Ineffective*, the primary evaluator and the teacher shall develop a professional development plan.

The following facts apply to educators who receive *Needs Improvement* or *Ineffective* ratings:

-  If a certificated employee receives a rating of *Needs Improvement* 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 Professional Development Plan can be found in (Appendix B). 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. The principal may direct the use of the certificated employee's license renewal credits under this subsection.
-  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.

In addition to use of the teacher effectiveness rubric to measure classroom teacher effectiveness, specific rubrics will be used to measure effectiveness of Professional School Counselors, Principals and Assistants, School Librarians, and the Superintendent. Rubrics for these certificated individuals are found in the attached appendices:

School Counselor (Appendix C)
School Librarian (Appendix D)
Principals (Appendix E)
Assistant Principals (Appendix F)
Superintendent (Appendix G)

Southern Wells is committed to taking the time to differentiate the opportunities for all teachers and administrators to enhance their professional skills to better serve our students. The use of evaluation information in order to create rich professional development opportunities for our staff, tied directly to their needs identified within the evaluation process, will be vital to our students' learning outcomes. In addition, Professional Growth Points (PGP) will be better scripted and of high quality.

In addition to discussing the evaluation process throughout the school year, teachers will be given the opportunity through the discussion process to offer input into possible revisions and/or additions they deem necessary in order to improve upon the teacher evaluation plan and the evaluation process. A discussion session in late spring will be committed to doing such. However, ideas can be discussed throughout the year if teachers or administration feel it necessary.

Negative Impact

Negative impact on student learning shall be defined as follows:

- For classes measured by statewide assessments with growth model data, the IDOE shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on student growth and achievement.
- For classes that are not measured by statewide assessments, negative impact on student growth shall be defined where data shows a significant number of students (40% of students) across a teacher's classes failing to demonstrate student learning or mastery of standards established by the state. Data will include, not limited to, grades, classroom assessments, end of course assessments, or student performance. This negative impact on student growth shall be determined by the primary evaluator.
- A teacher who negatively affects student growth and achievement cannot receive a rating of highly effective or effective.

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

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 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 the prior paragraph applies to the teacher. If it is not possible for the school district to comply with this requirement, Southern Wells will notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated *Ineffective*. The parent must be notified before the start of the second consecutive school year or as soon as data have been received and joined with the Teacher Effectiveness Rubric to determine that the teacher has, indeed, earned an *Ineffective* summative rating.

New Teacher Tenure Categories Beginning July 1, 2012

The following definitions of teacher status are drawn from Indiana Code as cited in each category.

- A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired to Southern Wells) or an established/professional teacher who receives a rating of ineffective or an established/professional teacher who receives two consecutive ratings of improvement necessary.
- B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012, and enters into another contract before July 1, 2012. All current teachers become established on July 1, 2012 unless considered probationary.
- C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of effective or highly effective for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of ineffective or 2 consecutive ratings of improvement necessary.

Contract Cancellation Grounds (IC 20-28-7.5-1)

IC 20-28-7.5-1 Application; grounds for cancellation Sec. 1.

- (a) This chapter applies to a teacher in a school corporation (as defined in IC 20-18-2-16(a)).
- (b) A principal may decline to continue a probationary teacher's contract under sections 2 through 4 of this chapter if the probationary teacher:
 - (1) receives an ineffective designation on a performance evaluation under IC 20-28-11.5;
 - (2) receives two (2) consecutive improvement necessary ratings on a performance evaluation under IC 20-28-11.5; or
 - (3) is subject to a justifiable decrease in the number of teaching positions or any reason relevant to the school corporation's interest.

(c) Except as provided in subsection (e), a principal may not decline to continue a professional or established teacher's contract unless the teacher is subject to a justifiable decrease in the number of teaching positions.

(d) After June 30, 2012, the cancellation of teacher's contracts due to a justifiable decrease in the number of teaching positions shall be determined on the basis of performance rather than seniority. In cases where teachers are placed in the same performance category, any of the items in IC 20-28-9-1.5(b) may be considered.

(e) A contract with a teacher may be canceled immediately in the manner set forth in sections 2 through 4 of this chapter for any of the following reasons:

(1) Immorality.

(2) Insubordination, which means a willful refusal to obey the state school laws or reasonable rules adopted for the governance of the school building or the school corporation.

(3) Justifiable decrease in the number of teaching positions.

(4) Incompetence, including receiving:

(A) an ineffective designation on two (2) consecutive performance evaluations under IC 20-28-11.5; or (B) an ineffective designation or improvement necessary rating in three (3) years of any five (5) year period.

(5) Neglect of duty.

(6) A conviction for an offense listed in IC 20-28-5-8(c).

(7) Other good or just cause. As added by P.L.90-2011, SEC.31. Amended by P.L.286-2013, SEC.87.

Two Primary Components of Evaluations

The two components, Professional Practices and Student Learning, are scored and factored into the summative rating. Each Teacher's summative evaluation score will be based on the following components and measures:

1. **Professional Practice – Assessment of (1) purposeful planning, (2) effective instruction, (3) teacher leadership, and (4) core professionalism**

Measure: Southern Wells Teacher Effectiveness Rubric (TER)

2. **Student Learning – Measure: School-wide Learning Measure (SWL)**

*This measure only applies to teachers of grades 4 - 8 who teach ELA or math.

The primary portion of the teacher effectiveness rubric consists of three domains and nineteen competencies.

In addition to the primary domains, the TER contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.


The Core Professionalism domain has four criteria:

1. Attendance
2. On-Time Arrival
3. Policies and Procedures
4. Respect

1. Student Learning

Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.






Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

 *Achievement* is a set point or “bar” that is the same for all students, regardless of where they begin.

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

 *Growth* differentiates mastery expectations based upon baseline performance.

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning, we must use measurements that:

-  Are **accurate** in assessing student learning and teacher impact on student learning
-  Provide **valuable and timely data** to drive instruction in classrooms
-  Are **fair** to teachers in different grades and subjects
-  Are as **consistent** as possible across grades and subjects
-  Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers of grades 4 through 8.

To complement the growth model, and to account for those teachers who do not have such data available, measures of school-wide learning are used. The measure of school-wide learning is determined based upon the school's current grade as defined by the IDOE. School-wide learning data is reflective of the collective efforts of ALL certificated individuals assigned to the building contributing significantly to student growth and achievement through their instruction and leadership. If a teacher teaches at more than one building, the school's score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school's scores will be averaged. The following shall determine the amount of points awarded with the actual value assigned to the certificated individual:

- 🏠 A = 4.00-3.51
- 🏠 B = 3.50-3.00
- 🏠 C = 2.99-2.00
- 🏠 D = 1.99-1.00
- 🏠 F = 0.99-0.00

Professional Practices Overview

The Southern Wells Teacher Effectiveness Rubric (TER) (see Appendix B) will be utilized to score each certified teacher within Southern Wells Community Schools. This rubric is aligned with the research on what drives student achievement and ultimately seeks to shine a spotlight on great teaching, provide clear expectations for teachers, and support a fair/transparent evaluation of effectiveness. The following outlines the breakdown of the TER.

Three (3) Domains

The professional practices identified within the TER are divided into three (3) domains. The three (3) domains are as follows:





- 🏠 Domain 1- Purposeful Planning and
- 🏠 Domain 2 - Effective Instruction
- 🏠 Domain 3- Teacher Leadership

Overall Ratings for Each Domain




Each of these domains will be scored based on evidence collected within the evaluation process using this scale:

- 🏠 4.00-3.50 Highly Effective
- 🏠 3.49-2.50 Effective
- 🏠 2.49-1.75 Improvement Necessary
- 🏠 1.74-1.00 Ineffective

For each domain, all indicators will be scored and the average of indicators will be calculated. The following scale will be utilized to determine overall rating under each domain:

-  4.00-3.50 Highly Effective
-  3.49-2.50 Effective
-  2.49-1.75 Improvement Necessary
-  1.74-1.00 Ineffective





The overall ratings for the TER will be determined from the following weights:

-  Purposeful Planning : Domain 1 = 10%
-  Effective Instruction: Domain 2 = 75%
-  Teacher Leadership: Domain 3 = 15%

Core Professionalism

If all Core Professionalism expectations are met as prescribed by the TER, the score determined from all domains will be employed. If evidence supports the teacher fails to meet *any* of the core professionalism criteria, then one (1) point will be deducted from their overall TER score. Examples of violation of the core professionalism components include, but are not limited to, exhausting available leave days or repeated leaving early without prior approval by the administration (attendance), repeated violation of arriving late to scheduled start time (on-time arrival), repeated violation of same existing School Board policies or building-specific expectations (policies and procedures), or lack of professional behavior when handling conversation or meeting with students or other adults (respect). If the certificated individual is informed in writing by an evaluator that he/she has violated a core professionalism standard and then repeats the behavior to violate the standard again, written notification to the certificated individual a second time shall serve as evidence to subtract 1 point for professionalism in the overall TER score. If subtracting a point from the overall score would result in a person dropping below a 1.0 then the score shall be reported as 1.0. Administrative expectations and guidance are provided in building faculty handbooks.

The core professionalism standards from the TER document are as follows:

-  Attendance
-  On-time Arrival
-  Policies and Procedures
-  Respect

The Following is a breakdown of each multiple measure of student learning.

School-wide Learning

Because it is important for teachers to have a common mission of improving student achievement, *all* teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana’s A – F accountability model. The A – F accountability model may be based on several metrics of school performance, including the percent of students passing the math and ELA ILEARN as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

Appendix A

Southern Wells Community Schools Teacher Effectiveness Rubric

(see page 38)

Appendix B

FORMS –

Evaluator Observation Form

Summative Rating Form

Professional Development Plan

Optional Observation Mapping Form 1 - By Competency

SCHOOL: _____

OBSERVER: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____

START TIME: _____

END TIME: _____

Note: It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations per evaluator preference.

2.1 OBJECTIVE	
Evidence	Indicator

2.2 CONTENT	
Evidence	Indicator

2.3 ENGAGEMENT	
Evidence	Indicator
2.4 UNDERSTANDING	
Evidence	Indicator
2.5 MODIFY INSTRUCTION	
Evidence	Indicator

2.6 RIGOR	
Evidence	Indicator
2.7 MAXIMIZE INSTRUCTIONAL TIME	
Evidence	Indicator
2.8 CLASSROOM CULTURE	
Evidence	Indicator

2.9 HIGH EXPECTATIONS	
Evidence	Indicator

Overall Strengths:

Overall Areas for Improvement:

Optional Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

SCHOOL: _____ OBSERVER: _____
TEACHER: _____ GRADE/SUBJECT: _____
DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

- 1) What learning objectives or standards will you target during this class?

- 2) How will you know if students are mastering/have mastered the objective?

- 3) Is there anything you would like me to know about this class in particular?

- 4) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

Optional Post-Observation Form - Evaluators

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

SCHOOL: _____

OBSERVER: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____

START TIME: _____

END TIME: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:

This section should be written by the teacher and evaluator during the post-conference.

Optional Mid-Year Professional Practice Check-In Form

SCHOOL: _____

SUMMATIVE EVALUATOR:

TEACHER: _____

GRADE/SUBJECT:

DATE:

Note: Mid-year check-in conferences are optional for any teacher without a professional development plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Formal Observations Prior to Mid-Year Check-in:

Number of Informal Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable 1.3 Achievement Goals 1.4 Develop Standards-Based Unit Plans and Assessments 1.5 Create Objective-Driven Lesson Plans and Assessments 1.6 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.3 Engage Students in Academic Content	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

2.4 Check for Understanding	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.5 Modify Instruction as Needed	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

2.7 Maximize Instructional Time	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.8 Create Classroom Culture of Respect and Collaboration	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 3: Leadership	Mid-Year Assessment of Domain 3
<ul style="list-style-type: none"> 3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning 	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
Domain 4: Professionalism	Mid-Year Assessment of Domain 4
<ul style="list-style-type: none"> 1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect 	
Mid-Year Rating (Circle One)	Meets Standards Does Not Meet Standards

Optional Summative Rating Form

SCHOOL: _____
 TEACHER: _____
 DATE: _____

SUMMATIVE EVALUATOR:
 GRADE/SUBJECT: _____

Note: Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year. A copy should be given to the teacher for discussion during the summative conference. For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.

Teacher Effectiveness Rubric Scoring

Number of Formal Observations: _____

Number of Informal Observations: _____

Domain 1: Planning	Competency Rating	Final Assessment of Domain 1
1.1 Utilize Assessment Data to Plan	1.1: _____	
1.2 Set Ambitious and Measurable Achievement Goals	1.2: _____	
1.3 Develop Standards-Based Unit Plans and Assessments	1.3: _____	
1.4 Create Objective-Driven Lesson Plans and Assessments	1.4: _____	
1.5 Track Student Data and Analyze Progress	1.5: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improvement Necessary 1 – Ineff.

Domain 2: Instruction	Competency Rating	Final Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.1: _____	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.2: _____	
2.3 Engage Students in Academic Content	2.3: _____	
2.4 Check for Understanding	2.4: _____	
2.5 Modify Instruction as Needed	2.5: _____	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	2.6: _____	
2.7 Maximize Instructional Time	2.7: _____	
2.8 Create Classroom Culture of Respect and Collaboration	2.8: _____	
2.9 Set High Expectations for Academic Success	2.9: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improvement Necessary 1 – Ineff.

Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Contribute to School Culture	3.1: _____	
3.2 Collaborate with Peers	3.2: _____	
3.3 Seek Professional Skills and Knowledge	3.1: _____	
3.4 Advocate for Student Success	3.4: _____	
3.5 Engage Families in Student Learning	3.5: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improvement Necessary 1 – Ineff.

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	
Domain 2		75%	
Domain 3		15%	

Final Score for Domains 1-3:

Follow the following formula to calculate by hand:

- 1) Rating * % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score for Domains 1-3

Final Teacher Effectiveness Rubric Score, Domains 1-3: _____

Domain 4: Professionalism	Final Assessment of Domain 4	
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect		
Final Rating (Circle One)	Meets Standards	Does Not Meet Standards

Final Teacher Effectiveness Rubric Score

Directions: If the teacher meets Standards above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher Does Not Meet Standards, deduct 1 point from the score calculated in the previous step.

Final Teacher Effectiveness Rubric Score: _____

Final Summative Rating

Circle the group to which the teacher belongs. Then use the appropriate weights to calculate the final rating: **Group 1**

Category	Rating (1-4)	GROUP 1 Weights	Weighted Rating Score
Teacher Effectiveness Rubric		95%	
School-wide Learning Measure*		5%	

Final Summative Score:

*All teachers in the same school should have the same rating on this measure

Use the following formula to calculate by hand:

- 1) Rating * % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score: _____

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	1.75 Points	2.5 Points	3.5 Points
			4.0 Points

Note: Borderline points always round up.

Final Summative Rating:

Ineffective

Effective

Improvement Necessary

Highly Effective

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____

Date: _____

Evaluator Signature

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____

Date: _____

Optional Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there is not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:			
Grade Level(s):		Subject(s):	
Date Developed:		Date Revised:	
<i>Primary Evaluator Approval</i>	X	<i>Teacher Approval</i>	X

Professional Growth Goal #1							
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>			Evidence of Achievement: <i>How do you know that your goal has been met?</i>		
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		

Professional Growth Goal #2						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>			Evidence of Achievement: <i>How do you know that your goal has been met?</i>	
	Action Step 1	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:		Data:
	Action Step 2	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:		

Professional Growth Goal #3							
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>			Evidence of Achievement: <i>How do you know that your goal has been met?</i>		
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		

Southern Wells Community Schools

Teacher Effectiveness Rubric

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, OR lesson plans, but not all of the above 	<p>Teacher rarely or never uses prior assessment data when planning.</p>
1.2	Set Ambitious and Measurable Achievement Goals	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans an <u>ambitious</u> annual student achievement goal 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable <p>The goal may not:</p> <ul style="list-style-type: none"> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes</p>
1.3	Develop Standards-Based Unit Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit <p>Teacher may not:</p> <ul style="list-style-type: none"> - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit 	<p>Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.</p>

1.4	Create Objective-Driven Lesson Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction. 	<p>Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.</p>
1.5	Track Student Data and Analyze Progress	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/progress data - Maintaining a grading system <p>Teacher may not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals 	<p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p>

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> -Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.

3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content 	<p>-3/4 or more of students are actively engaged in content at all times and not off-task</p> <ul style="list-style-type: none"> - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not

off-task) during lesson; or (c) active participation in hands-on tasks/activities.

3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
2.4: Check for Understanding	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<ul style="list-style-type: none"> - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments. 	<ul style="list-style-type: none"> - Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5:	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
Modify Instruction As Needed	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
- 2; ! teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc;

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<p>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding; - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context

- Posing a question that increases the rigor of the lesson content
 - Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
 3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
 4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson 	<ul style="list-style-type: none"> - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. 	<ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem. 	<ul style="list-style-type: none"> Teacher is ineffective at maximizing instructional time - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off- task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom 	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom 	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives <p>Teacher may not:</p> <ul style="list-style-type: none"> - Frequently dedicates time to help students and peers efficiently outside of class 	<p>Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.</p>
3.2	Collaborate with Peers	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed <p>Teacher may not:</p> <ul style="list-style-type: none"> - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others 	<p>Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.</p>
3.3	Seek Professional Skills and Knowledge	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities <p>Teacher may not:</p> <ul style="list-style-type: none"> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well 	<p>Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning</p>

3.4	Advocate for Student Success	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students <p>Teacher may not:</p> <ul style="list-style-type: none"> - Advocate for students' needs 	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs;</p>
3.5	Engage Families in Student Learning	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school <p>Teacher may not:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

	Indicator	Does Not Meet Standard	Meets Standard
1	Attendance	<i>Individual demonstrates a pattern of unexcused absences *</i>	<i>Individual has not demonstrated a pattern of unexcused absences*</i>
2	On-Time Arrival	<i>Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)</i>	<i>Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)</i>
3	Policies and Procedures	<i>Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)</i>	<i>Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)</i>
4	Respect	<i>Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner</i>	<i>Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner</i>

* Unexcused absence: teacher fails to attend work without notifying the school or providing a good excuse, OR teacher is proven to be dishonest about the nature of the absence. Failing to meet standards of core professionalism will result in deduction of one point from the overall score.

Appendix C

School Counselor Effectiveness Rubric

Use the link below to access this document

<http://learningconnection.doe.in.gov/UserGroup/GroupDetailFileBookmarks.aspx?gid=1652>

Appendix D

Association of Indiana School Library Educators School Librarian Evaluation Rubric

Use the link below to access this document

<http://learningconnection.doe.in.gov/UserGroup/GroupDetailFileBookmarks.aspx?gid=1652>

Appendix E

Principal Effectiveness Rubric

RISE Principal Metrics and Summative Scoring

Review of Components

Each principal's summative evaluation score will be based on the following components and measures:

1) Professional Practice – Assessment of leadership outcomes

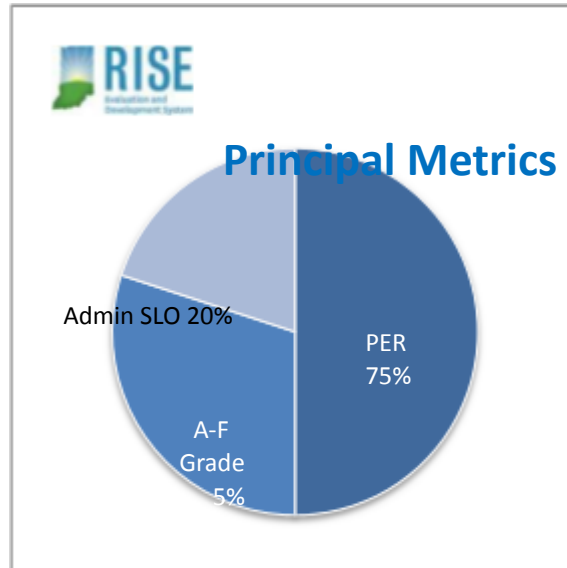
Measure: Indiana Principal Effectiveness Rubric (PER)

2) Student Learning – Contribution to student academic progress

Measure: A-F Accountability Framework (A-F Grades)

Measure: Administrative Student Learning Objectives (SLO)

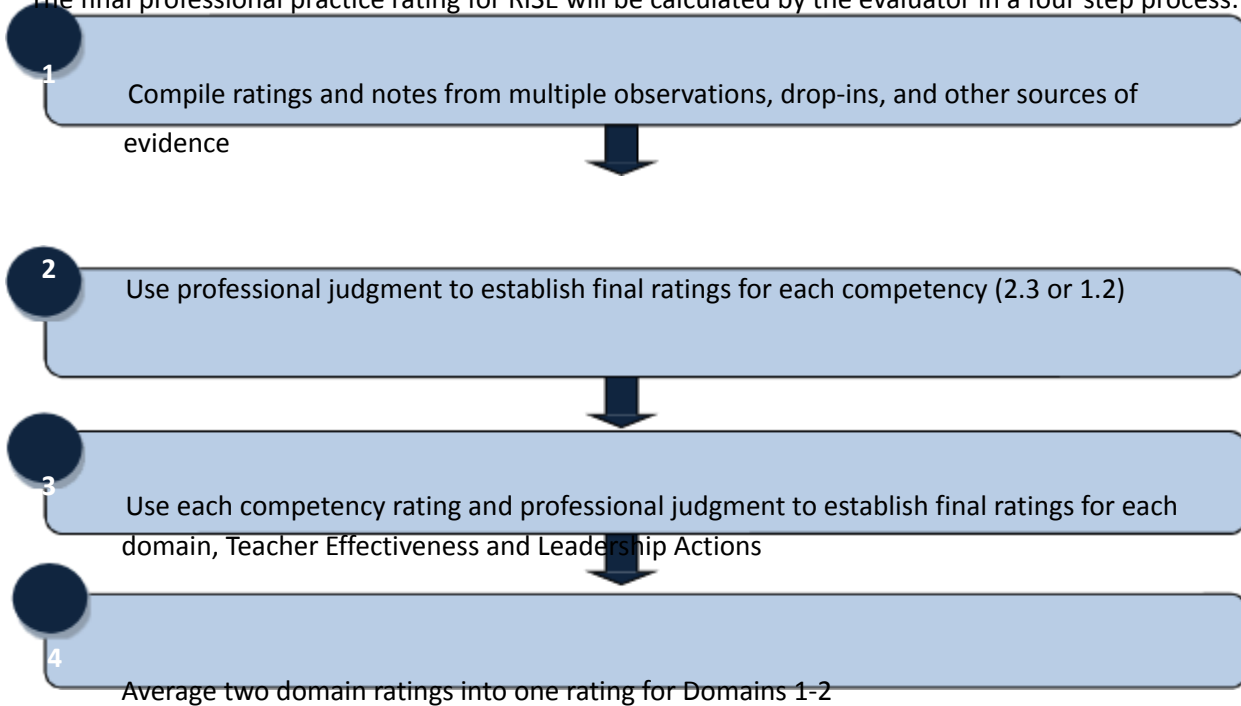
Weighting of Measures



LEADERSHIP OUTCOMES (70%):

RISE Principal Effectiveness Rubric (70%): This score is obtained from the evaluation rating from the RISE Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 50% of the principal's comprehensive rating.

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:



Each step is described in detail below.

1 Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2 Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

3 Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions

After collecting evidence, the evaluator must assess where the principal falls within each in each of the two domains. How the scores correlate to the rating categories is as follows:

RISE Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3 or 3.5
	Improvement Necessary (I)	2 or 2.5
Ineffective (IN)	1 or 1.5	

The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision.

At this point, each evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1: Teacher Effectiveness	D2: Leadership Actions
Final Rating	3 (E)	2 (IN)

4 Average two domain ratings into one final practice score.

At this point, each of the two final domain ratings is averaged together to form one score. The final rubric score feeds into a larger calculation for an overall summative rating including the student learning measures below.

$$3+2/2=2.5 \text{ final practice score}$$

STUDENT LEARNING MEASURES (25%):

A-F Accountability Grade (5%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the DOE to evaluators to include in the evaluation. It is weighted 30% of the principal’s comprehensive rating.

A-F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2
D or F	Ineffective (IN)	1

Administrative Student Learning Objectives (20%): This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows a principal to set two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 20% of the principal's comprehensive rating.

The guidelines for Administrative Student Learning Objectives are as follows:

1. Have two goals
2. Must be measurable
3. Must be collaboratively set by administrator and evaluator
4. May be district or school based
5. Must be based on student learning measures (student data)
6. Can be growth/improvement or achievement
7. May be based on whole school or subgroup populations

Some possible student learning data sources or areas a principal may set goals around include: IREAD K-2, IREAD 3, LAS Links, IMAST, Acuity, mCLASS, common assessments in social studies or science, non state mandated assessments (NWEA, etc), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, dual-credit achievement, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met. Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

Elementary /Middle School Administrative SLO examples:

- At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
- The bottom 25% of grade 6-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 70% of K-2 students will score a proficient or above on IREADK-2.

High School Administrative SLO examples:

- The graduation rate for the High School will raise at least 5%, reaching 80% graduation rate by the end of the school year.
- The percentage of AP students scoring a 3, 4, or 5 on any AP test will increase from 45% last year to 60% this year.
- The bottom 25% of 10th grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.

Administrative SLO non-examples:

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of average weekly referrals to the office from 36 to 20.

Administrative SLO Scoring

The alignment for goal achievement, rating category, and points is as follows:

Expectation	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

ROLLING UP THE SCORE

For summative scoring, once all three raw scores are determined, each score should be multiplied by its corresponding weight. Once each measure's score is calculated, all three scores are added together to create a final Comprehensive Effectiveness Rating. The chart below provides a layout for calculating the final rating.

	Raw Score	x	Weight	Score
Rubric Rating			0.75	
A-F Accountability Grade (DOE)			0.05	
Admin. SLO Rating			0.20	
			Comprehensive Effectiveness Rating	

Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below. The rating category received by the principal should be used for human resource decisions.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	1.75 Points	2.5 Points	3.5 Points
			4.0 Points

Note: Borderline points always round up.

Appendix F

Assistant Principal/Athletic Director Evaluation Rubric

1. The Southern Wells Jr/Sr High School Assistant Principal/Athletic Director will be evaluated annually by the Jr/Sr High School Principal. The Principal will meet with the Assistant Principal/Athletic director mid-year to provide a formative review, and will complete domains 1-4 at the conclusion of the school year. Domain 5 will be added and the evaluation formalized as soon as the school letter grade becomes available.

2. The Assistant Principal will be evaluated in the following domains:

- Domain 1: Teacher Effectiveness
- Domain 2: Leadership Actions
- Domain 3: School Culture
- Domain 4: Athletic Department Leadership
- Domain 5: School Performance (A-F Letter Grade)

3. The weighting of the above domains to determine the overall effectiveness of the Assistant Principal/Athletic Director will be as follows:

Domain 1: Teacher Effectiveness	20%
Domain 2: Leadership Actions	15%
Domain 3: School Culture	15%
Domain 4: Athletic Department Leadership	45%
Domain 5: School Performance (A-F Letter Grade)	5%
	100%

Domain 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1 Mission & Vision					
1.1.1	Contributes to the achievement of the mission & vision	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Catalyzes commitment to and vigorous pursuit of the school's vision & mission 	The assistant principal: <ul style="list-style-type: none"> Working through complex issues in ways that energize stakeholder commitment Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives Translates the vision and mission into daily school practices 	The assistant principal: <ul style="list-style-type: none"> Contributes individual capabilities to achieve essential objectives Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent 	The assistant principal: <ul style="list-style-type: none"> Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision Exhibits actions or behaviors that negatively affect stakeholder commitment
1.1.2	Assists the principal in hiring, developing and retaining effective teachers	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Provides the student management and/or instructional support necessary to develop and retain effective early career teachers 	The assistant principal: <ul style="list-style-type: none"> Bases hiring recommendations primarily on the teacher's level of effectiveness Takes specific actions to facilitate the development and retention of effective staff members Aligns personnel recommendations with the vision and mission of the school 	The assistant principal: <ul style="list-style-type: none"> Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations Takes action steps that have a limited effective on the development and/or retention of effective teachers Occasionally aligns the school's vision/mission to hiring recommendations 	The assistant principal: <ul style="list-style-type: none"> Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations Fails to take consistent steps to facilitate the development and/or retention of effective teachers Fails to align hiring recommendations to the mission and vision of the school

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.2 Human Capital Management					
1.2.1	Observes professional practice	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented Differentiates the number of observations based on observed levels of teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> Examines prior performance and student achievement data to inform observations and walkthroughs Accurately categorizes observed instructional practice Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal 	The assistant principal: <ul style="list-style-type: none"> Frequently categorizes instructional practice inaccurately Conducts the minimum number of required observations, despite observed deficiencies in professional practice Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal 	The assistant principal: <ul style="list-style-type: none"> Fails to conduct an adequate number of observations Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers
1.2.2	Provides actionable feedback	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Models desired actions or schedules opportunities for the teacher to learn from other teachers Assists the teacher in rewriting lesson plans, unit plans, assessments, etc. 	The assistant principal: <ul style="list-style-type: none"> Develops bite-sized action plans focused on the highest leverage teacher actions Provides a clear directions for how to do the most important tasks well Frequently follows up to ensure feedback is implemented with fidelity 	The assistant principal: <ul style="list-style-type: none"> Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions Leaves implementation of feedback to chance by failing to consistently follow-up 	The assistant principal: <ul style="list-style-type: none"> Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether Fails to develop action plans with teachers
1.2.3	Monitors student performance	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Develop teachers' collective ability to positively impact student learning Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs 	The assistant principal: <ul style="list-style-type: none"> Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps Collaboratively develops concrete action steps 	The assistant principal: <ul style="list-style-type: none"> Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers Allows teachers to establish action steps that lack clarity or alignment to performance data Fails to frequently follow up to ensure proper implementation 	The assistant principal: <ul style="list-style-type: none"> Primarily analyzes data only after statewide achievement tests are complete Fails to identify action steps that are aligned with interim or classroom assessment data

			aligned with student and teacher needs		
			<ul style="list-style-type: none"> – Frequently follows up to ensure action plans are implemented with fidelity 		
1.2.4	Demonstrates commitment to improve teacher performance	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Identifies and facilitates opportunities for teachers to share best practices – Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement 	The assistant principal: <ul style="list-style-type: none"> – Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors – Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies 	The assistant principal: <ul style="list-style-type: none"> – Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors – Provides individual assistant/coaching that is infrequent 	The assistant principal: <ul style="list-style-type: none"> – Disregards the need for individualized assistance/coaching – Provides limited opportunities for teachers to engage in professional learning

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.3 Talent Review					
1.3.1	Assists the principal with the evaluation of teachers	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning 	The assistant principal: <ul style="list-style-type: none"> – Ensures all evaluation processes and expectations are transparent and clear – Allocates necessary time and resources to complete thorough, accurate and defensible evaluations – Demonstrates the ability to identify individual teacher strengths and weaknesses – Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers 	The assistant principal: <ul style="list-style-type: none"> – Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated – Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation – Incorporates limited student data and evidence of teacher practice in evaluation ratings

Domain 2: Leadership Actions

Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.1 Professional Leadership					
2.1.1	Effectively communicates	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals Maintains high visibility, accessibility, and establishes strong lines of communication 	The assistant principal: <ul style="list-style-type: none"> Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns Uses appropriate communication methods and media Maintains appropriate visibility and accessibility to staff 	The assistant principal: <ul style="list-style-type: none"> Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness Responds in an inconsistent manner to resolve expressed concerns 	The assistant principal: <ul style="list-style-type: none"> Fails to keep appropriate audiences informed Uses methods of communication that ineffective or inappropriate for the circumstance/audience
2.1.2	Reflects on practice and continually learns	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Promotes a culture of self-reflection and continuous improvement Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement 	The assistant principal: <ul style="list-style-type: none"> Expresses willingness to learn and openly acknowledges areas for growth Learns from personal experiences and the actions/insights of others Establishes priorities and achieves action plans focused on high-leverage leadership competencies 	The assistant principal: <ul style="list-style-type: none"> Expresses willingness to learn from others, but is reluctant to admit own short-comings Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps. 	The assistant principal: <ul style="list-style-type: none"> Resists changes to personal or leadership behaviors Fails to consistently achieve professional growth goals as outlined in professional growth plan
2.1.3	Demonstrates resiliency and persistence	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Engages staff and self in a continuous pursuit of professional growth and school improvement 	The assistant principal: <ul style="list-style-type: none"> Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals 	The assistant principal: <ul style="list-style-type: none"> Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to 	The assistant principal: <ul style="list-style-type: none"> Reacts with visible frustration to challenging problems or setbacks Easily loses focus on improving student achievement

		<ul style="list-style-type: none"> Anticipates problems and Confronts and solves problems that had yet to be successfully addressed 	<ul style="list-style-type: none"> Identifies action steps and leverages available resources to confront difficult problems 	achieve ambitious goals	
2.1.4	Monitors time and task management	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> Prioritizes being an instructional leader above all else Is a model of punctuality and timeliness in discharging his/her professional responsibilities 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Consistently allocates the time and resources necessary to achieve ambitious goals Spends time on high leverage activities Delegates applicable responsibilities to other staff and helps them achieve success in these activities 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities. 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Rarely protects time for instructional leadership priorities Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.2 School Leadership					
2.2.1	Maintains a culture of excellence	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> Instills the daily habits necessary to create a culture of excellence Is unwavering in maintaining high expectations for everyone 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning Provides students and staff the support, time, and structures necessary to be successful Celebrates the accomplishments of others and proactively resolves performance issues 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Fails to take the initiative to identify and recognize the accomplishments of others Consistently ignores staff or student performance issues
2.2.2	Enhances teacher collaboration	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Fails to provide teacher teams the support and/or resources necessary for to achieve desired results Fails to develop group relationships

			<ul style="list-style-type: none"> – Holds collaborating teams accountable for achieving desired results 		<ul style="list-style-type: none"> – that promote teamwork, openness, and/or collective problem solving
2.2.3	Supports a universal code of conduct	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> – Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Coaches a culture of excellence through repeated practice and modeling of desired behaviors – Consistently and fairly applies positive and negative consequences for behavior – Promotes a predictable, safe learning environment through consistency of actions 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Supports the maintenance of routines, procedures, and policies; but is primarily reactive – Fails to consistently apply either positive and/or negative consequences for behavior 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Sends inconsistent messages about school policy – Tolerates discipline violations and allows positive student and staff behavior to go unrecognized
2.2.4	Engage families and the community in student learning	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> – Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Fosters partnerships with families, community agencies and/or the corporate sector – Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs – Assists the principal in securing cooperation from family and community members to support school improvement initiatives 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning – Inconsistently engages established parents 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

Domain 3: School Culture

Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.1 Student Culture, Management, and Support Services					
3.1.1	Implements effective school policies	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Institutes operational procedures designed and managed to maximize opportunities for successful student learning 	The assistant principal: <ul style="list-style-type: none"> – Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner – Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem – Develops all stakeholders’ understanding of school policies and their consequences 	The assistant principal: <ul style="list-style-type: none"> – Establishes and implements school policies, processes, and routines, but enforcement is inconsistent – Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance – Develops student and staff understanding of school policies and their consequences 	The assistant principal: <ul style="list-style-type: none"> – Inadequately develops stakeholders understanding of school policies and/or consequences – Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school – Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner
3.1.2	Monitors school culture	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices 	The assistant principal: <ul style="list-style-type: none"> – Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge – Tracks referral data to evaluate the effectiveness of interventions – Uses the data to engage stakeholders in a process of continuous improvement 	The assistant principal: <ul style="list-style-type: none"> – Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement 	The assistant principal: <ul style="list-style-type: none"> – Rarely uses data to evaluate effectiveness of interventions
3.1.3	Enhances a positive school culture	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Provides additional behavioral interventions and/or supports to students and 	The assistant principal: <ul style="list-style-type: none"> – Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times – Challenges low expectations and holds 	The assistant principal: <ul style="list-style-type: none"> – Consistently applies positive and negative consequences for behavior – Occasionally engages with teachers in discussions that reflect low expectations for 	The assistant principal: <ul style="list-style-type: none"> – Inconsistently implements the student code of conduct – Allows irresponsible

		<p>teachers who demonstrate an unwillingness to comply with policy</p> <ul style="list-style-type: none"> - Demonstrates the ability to positively impact student achievement and culture 	<p>all persons accountable for observing agreed upon procedures</p> <ul style="list-style-type: none"> - Assists teachers with the implementation of effective classroom management plans 	<p>student achievement and/or behavior</p>	<p>student behavior</p>
3.1.4	Provides effective supervision	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> - Volunteers to assist at school events and or functions to which he/she is not directly assigned 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students - Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students - Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Rarely engages with students, parents, and or community members - Fails to maintain high visibility at supervisory functions
3.1.5	Supports student services	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> - Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Ensures all students have access to educational opportunities/services that meet their learning needs - Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met - Collaborates with service agencies in the community to support student needs that require interventions or additional supports 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner - Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met - Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc) - Fails to ensure the social, emotional, academic, and behavioral needs of each student are met - Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

Domain 4: Athletic Department Leadership

A. Planning

The Athletic Director:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Ineffective
a. Team	Recruits a strong leadership team (i.e., staff, coaches) and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works with little or no support from colleagues.
b. Target Goals	Gets strong staff commitment on a bold, ambitious long term athletic program target.	Builds staff support for a long term athletic program target.	Expresses confidence that the athletic program will improve each year through hard work.	Takes one year at a time, urging staff to improve their athletic program.
c. Modify	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and modifies the plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

B. Priority Management and Communication

The Athletic Director:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Ineffective
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and enter.	Comes to work with a list of what needs to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Remembers, prioritizes important information, and almost always follows up.	Is sometimes overwhelmed by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and drops the ball.
c. Expectations	Expectations for management procedures and discipline are kept at the forefront (part of the culture)	Makes sure athletic staff knows what is expected for management procedures and discipline.	Periodically reminds athletic staff of policies on management procedures and discipline.	Is constantly reminding athletic staff what they should be doing in management and discipline.
d. Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
e. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative duties.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.

C. Supervision and Professional Development

The Athletic Director:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Ineffective
a. Meetings	In staff meetings, has members discuss results, learn best strategies, and build trust and respect.	Uses staff meetings to share strategies and become more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and uses meetings for one-way lectures on policies.
b. Supervision	Visits 3-5 practices/games a week and gives helpful, face- to-face feedback to	Makes unannounced visits to a few practices/games weekly	Tries to attend practices/games but is often distracted by other	Only observes coaches in annual or bi-annual formal observation visits.

	each coach within 24 hours.	and gives helpful feedback to coaches.	events and rarely provides feedback.	
c. Criticism	Courageously engages in difficult conversations with below-proficient coaches/staff members, helping them improve.	Provides redirection and support to coaches/staff members who are less than proficient	Criticizes struggling coaches/staff members but does not give them much help improving their performance.	Does not give honest feedback and redirection to coaches/staff members who are not performing well.
d. Housecleaning	Counsels out or dismisses all ineffective coaches/staff members, scrupulously following school and corporation policy and procedures.	Counsels out or dismisses most ineffective coaches/staff members, carefully following school and corporation policy and procedures.	Tries to dismiss one or two ineffective coaches/staff members, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some coaches/staff members are ineffective.
e. Hiring	Recruits, hires, and supports highly effective coaches/staff members who share the school's vision.	Recruits and hires effective coaches/staff members who share the school's mission.	Hires coaches/staff members who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to coaches/staff members vacancies based on candidates who are available.

D. Discipline and Family Involvement

The Athletic Director:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Ineffective
a. Expectations	Gets staff buy-in for clear, school-wide and athletic program student- behavior standards, routines, and consequences.	Sets expectations for student athlete behavior and establishes athletic program routines and consequences; follows school-wide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different teams.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to coaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions and looks for underlying causes.	Deals firmly with student athletes who are disruptive in athletic settings, but doesn't get to the root causes.	Tries to deal with disruptive student athletes but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student and athletic achievement and works to build school spirit.	Praises well-behaved students, performance and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Provides trainings and suggests articles and books on effective team management.	Urges coaches to get better at team management	Does little to build coaches' skills in classroom management.

E. Management and External Relations

The Athletic Director:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Ineffective
a. Strategies	Implements proven strategies (e.g., team teaching) that boost student learning.	Suggests effective strategies (e.g. team teaching) to improve student learning.	Explores macro strategies that might improve performance.	Sticks with the status quo for fear of alienating key stakeholders.
b. Scheduling	Creates an equitable practice/team/ transportation schedule that maximizes learning, collaboration, and smooth transitions.	Creates a schedule that provides practice/game/ transportation times for all athletic teams.	Creates a schedule with some flaws and few opportunities for effective use of resources.	Creates a schedule with inequities, technical flaws, and little time for athletic team events.
c. Athletic Staff	Leads staff to ensure effective, creative use of space and a clean, safe,	Supervises staff to keep the department area, equipment and uniforms	Works with staff to keep the department area clean	Leaves department cleanliness and safety to

	and inviting athletic department area.	clean, attractive, and safe.	and safe, but there are occasional lapses.	custodial staff and there are frequent lapses.
d. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
e. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the athletic program's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
f. Compliance	Fulfills all compliance & reporting requirements and creates new opportunities to support the athletic program and student athletes.	Fulfills most compliance and reporting responsibilities.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and league and other external requirements.
g. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources (e.g. gate receipts) into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

F. Key Duties and Responsibilities

The Athletic Director:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Ineffective
a. Student Health and Safety	Conducts detailed and individualized assessment of student athlete health/safety needs to contribute to athletic program planning. Plans for emergency situations have been developed for many situations. Athletes and coaches/staff have learned their responsibilities in case of emergencies.	Assesses student athlete needs and knows the range of student athlete needs in the school. Plans for emergency situations have been developed for many situations.	Assessments of student athlete needs are sometimes neglected. Plans for emergency situations have been developed for the most frequently occurring situations but not others.	Does not assess student athlete needs, or the assessments result in inaccurate conclusions. Has no contingency plans for emergency situations.
b. Monitors Facilities to Ensure Health and Safety	Staff and coaches are proactive; they recognize and are involved in and may initiate solutions for improving student health and safety. Creates school-wide awareness to enhance the notion that all members of the learning community share this responsibility.	Initiates discussions with appropriate parties to create a shared responsibility for the students' health and safety. Works closely with operations staff to enhance the athletic facilities and proactively implements appropriate security measures for students/coaches/staff.	Requests routine repair and maintenance measures to ensure the health and safety of students/coaches/staff, and to enhance the learning environment.	Ignores the facilities and grounds, depending on others to handle. Does not anticipate security or safety issues for students/coaches/staff
c. Media and Public Relations	Effectively advocates for the athletic program and student athletes, understands attitudes and concerns of stakeholders and skillfully represents the program in a positive way. Prepares coaches and	Serves as an advocate for the athletic program and student athletes to build and maintain positive relationships with the public.	Understands the importance of maintaining cooperative relationships between stakeholders and representatives from the media.	Does not effectively manage media and public relations which results in poor image for the athletic department and student athletes.

	athletes for interactions with the media.			
d. Events Manager	Expertly and efficiently organizes event(s) details utilizing staff suitably to ensure smooth delivery for all stakeholders involved.	Provides leadership and general direction to the event staff. Plans event(s) including facilities set-up, operational planning involving the host facility and all visitors.	Details of event(s) are not organized in a timely manner. Staff members may not know their role for the event(s).	Aware of need to organize details and identifies basic resources needed to manage the event(s). Errors in details take place that results in frustration, miscommunication and an uncoordinated event(s).
e. Sports Coordinator	Efficiently develops schedules, rules, clinics and proactively communicates with sport stakeholders. Always available at post- season tournaments.	Develops league schedules, clinics and tournaments and updates sports rules annually. Has pre- and post- season meetings with coaches and officials.	Maintains current league standing and submits final standing	Provides basic scheduling and sports rules annually with few errors.
f. Conflict Management and Resolution	Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. Resolves conflicts to ensure the best interest of student athletes and/or the work unit.	Resolves work unit or program-based problems/conflicts in a fair, democratic way. Provides opportunities for stakeholders to express opinions contrary to those of authority or in relation to potentially discordant issues. Discusses with stakeholders and implements solutions to address potentially discordant issues.	Creates and utilizes existing processes to resolve problems and/or areas of conflict within the work unit or program	Demonstrates awareness of potential problems and/or areas of conflict within the work unit or program.

**Assistant Principal/Athletic Director Evaluation
Summative Rating Form**

Assistant Principal Name: _____

Principal: _____

Date Completed: _____ **Mid-Year** _____ **or Year End** _____

<p>Domain 1: Teacher Effectiveness. Comments:</p> <p>Domain Rating: _____</p>
<p>Domain 2: Leadership Actions: Comments:</p> <p>Domain Rating: _____</p>
<p>Domain 3: School Culture: Comments:</p> <p>Domain Rating: _____</p>
<p>Domain 4: Athletic Department Leadership: Comments:</p> <p>Domain Rating: _____</p>

Domain	Domain Weight	Summative Rating	Weighted Value
Domain 1: Teacher Effectiveness	20%		
Domain 2: Leadership Actions	15%		
Domain 3: School Culture	15%		
Domain 4: Athletic Department Leadership	45%		
Domain 5: School Performance (A-F Letter Grade)	5%		
		Total Rating	

Rating Scale

1.0 – 1.74	1.75 – 2.49	2.5 – 3.49	3.5 – 4.0
Ineffective	Improvement Necessary	Effective	Highly Effective

Appendix G

Elementary Assistant Principal/Transportation Evaluation Rubric

1. The Southern Wells Elementary School Assistant Principal will be evaluated annually by the Elementary School Principal with input from the Superintendent for transportation leadership. The Principal will meet with the Assistant Principal mid-year to provide a formative review, and will complete domains 1-4 at the conclusion of the school year. Domain 5 will be added and the evaluation formalized as soon as the school letter grade becomes available.
2. The Elementary Assistant Principal will be evaluated in the following domains:
 - Domain 1: Teacher Effectiveness
 - Domain 2: Leadership Actions
 - Domain 3: School Culture
 - Domain 4: Transportation and Food Service Leadership
 - Domain 5: School Performance (A-F Letter Grade)
3. The weighting of the above domains to determine the overall effectiveness of the Elementary Assistant Principal will be as follows:

Domain 1: Teacher Effectiveness	20%
Domain 2: Leadership Actions	15%
Domain 3: School Culture	15%
Domain 4: Transportation Leadership	45%
Domain 5: School Performance (A-F Letter Grade)	5%
	100%

Domain 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Mission & Vision					
1.1.1	Contributes to the achievement of the mission & vision	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Catalyzes commitment to and vigorous pursuit of the school's vision & mission 	The assistant principal: <ul style="list-style-type: none"> Working through complex issues in ways that energize stakeholder commitment Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives Translates the vision and mission into daily school practices 	The assistant principal: <ul style="list-style-type: none"> Contributes individual capabilities to achieve essential objectives Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent 	The assistant principal: <ul style="list-style-type: none"> Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision Exhibits actions or behaviors that negatively affect stakeholder commitment
1.1.2	Assists the principal in hiring, developing and retaining effective teachers	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Provides the student management and/or instructional support necessary to develop and retain effective early career teachers 	The assistant principal: <ul style="list-style-type: none"> Bases hiring recommendations primarily on the teacher's level of effectiveness Takes specific actions to facilitate the development and retention of effective staff members Aligns personnel recommendations with the vision and mission of the school 	The assistant principal: <ul style="list-style-type: none"> Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations Takes action steps that have a limited effective on the development and/or retention of effective teachers Occasionally aligns the school's vision/mission to hiring recommendations 	The assistant principal: <ul style="list-style-type: none"> Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations Fails to take consistent steps to facilitate the development and/or retention of effective teachers Fails to align hiring recommendations to the mission and vision of the school

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Human Capital Management					
1.2.1	Observes professional practice	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented Differentiates the number of observations based on observed levels of teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> Examines prior performance and student achievement data to inform observations and walkthroughs Accurately categorizes observed instructional practice Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal 	The assistant principal: <ul style="list-style-type: none"> Frequently categorizes instructional practice inaccurately Conducts the minimum number of required observations, despite observed deficiencies in professional practice Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal 	The assistant principal: <ul style="list-style-type: none"> Fails to conduct an adequate number of observations Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers

1.2.2	Provides actionable feedback	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Models desired actions or schedules opportunities for the teacher to learn from other teachers Assists the teacher in rewriting lesson plans, unit plans, assessments, etc. 	The assistant principal: <ul style="list-style-type: none"> Develops bite-sized action plans focused on the highest leverage teacher actions Provides a clear directions for how to do the most important tasks well Frequently follows up to ensure feedback is implemented with fidelity 	The assistant principal: <ul style="list-style-type: none"> Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions Leaves implementation of feedback to chance by failing to consistently follow-up 	The assistant principal: <ul style="list-style-type: none"> Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether Fails to develop action plans with teachers
1.2.3	Monitors student performance	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Develop teachers' collective ability to positively impact student learning Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs 	The assistant principal: <ul style="list-style-type: none"> Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps Collaboratively develops concrete action steps aligned with student and teacher needs Frequently follows up to ensure action plans are implemented with fidelity 	The assistant principal: <ul style="list-style-type: none"> Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers Allows teachers to establish action steps that lack clarity or alignment to performance data Fails to frequently follow up to ensure proper implementation 	The assistant principal: <ul style="list-style-type: none"> Primarily analyzes data only after statewide achievement tests are complete Fails to identify action steps that are aligned with interim or classroom assessment data
1.2.4	Demonstrates commitment to improve teacher performance	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> Identifies and facilitates opportunities for teachers to share best practices Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement 	The assistant principal: <ul style="list-style-type: none"> Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new 	The assistant principal: <ul style="list-style-type: none"> Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors Provides individual assistant/coaching that is infrequent 	The assistant principal: <ul style="list-style-type: none"> Disregards the need for individualized assistance/coaching Provides limited opportunities for teachers to engage in professional learning

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.3 Talent Review					
1.3.1	Assists the principal with the evaluation of teachers	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning 	The assistant principal: <ul style="list-style-type: none"> – Ensures all evaluation processes and expectations are transparent and clear – Allocates necessary time and resources to complete thorough, accurate and defensible evaluations – Demonstrates the ability to identify individual teacher strengths and weaknesses – Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers 	The assistant principal: <ul style="list-style-type: none"> – Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated – Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation – Incorporates limited student data and evidence of teacher practice in evaluation ratings

Domain 2: Leadership Actions

Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.1 Professional Leadership					
2.1.1	Effectively communicates	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals – Maintains high visibility, accessibility, and establishes strong lines of communication 	The assistant principal: <ul style="list-style-type: none"> – Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns – Uses appropriate communication methods and media – Maintains appropriate visibility and accessibility to staff 	The assistant principal: <ul style="list-style-type: none"> – Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness – Responds in an inconsistent manner to resolve expressed concerns 	The assistant principal: <ul style="list-style-type: none"> – Fails to keep appropriate audiences informed – Uses methods of communication that ineffective or inappropriate for the circumstance/audience

2.1.2	Reflects on practice and continually learns	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> - Promotes a culture of self-reflection and continuous improvement - Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement 	The assistant principal: <ul style="list-style-type: none"> - Expresses willingness to learn and openly acknowledges areas for growth - Learns from personal experiences and the actions/insights of others - Establishes priorities and achieves action plans focused on high-leverage leadership competencies 	The assistant principal: <ul style="list-style-type: none"> - Expresses willingness to learn from others, but is reluctant to admit own shortcomings - Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps. 	The assistant principal: <ul style="list-style-type: none"> - Resists changes to personal or leadership behaviors - Fails to consistently achieve professional growth goals as outlined in professional growth plan
2.1.3	Demonstrates resiliency and persistence	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> - Engages staff and self in a continuous pursuit of professional growth and school improvement - Anticipates problems and Confronts and solves problems that had yet to be successfully addressed 	The assistant principal: <ul style="list-style-type: none"> - Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals - Identifies action steps and leverages available resources to confront difficult problems 	The assistant principal: <ul style="list-style-type: none"> - Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals 	The assistant principal: <ul style="list-style-type: none"> - Reacts with visible frustration to challenging problems or setbacks - Easily loses focus on improving student achievement
2.1.4	Monitors time and task management	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Prioritizes being an instructional leader above all else - Is a model of punctuality and timeliness in discharging his/her professional responsibilities 	The assistant principal: <ul style="list-style-type: none"> - Consistently allocates the time and resources necessary to achieve ambitious goals - Spends time on high leverage activities - Delegates applicable responsibilities to other staff and helps them achieve success in these activities 	The assistant principal: <ul style="list-style-type: none"> - Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions - Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary 	The assistant principal: <ul style="list-style-type: none"> - Rarely protects time for instructional leadership priorities - Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals
				for them to achieve success in these activities.	

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.2 School Leadership					
2.2.1	Maintains a culture of excellence	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> Instills the daily habits necessary to create a culture of excellence Is unwavering in maintaining high expectations for everyone 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning Provides students and staff the support, time, and structures necessary to be successful Celebrates the accomplishments of others and proactively resolves performance issues 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Fails to take the initiative to identify and recognize the accomplishments of others Consistently ignores staff or student performance issues
2.2.2	Enhances teacher collaboration	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school Holds collaborating teams accountable for achieving desired results 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Fails to provide teacher teams the support and/or resources necessary for to achieve desired results Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving
2.2.3	Supports a universal code of conduct	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Coaches a culture of excellence through repeated practice and modeling of desired behaviors Consistently and fairly applies positive and negative consequences for behavior Promotes a predictable, safe learning environment through consistency of actions 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Supports the maintenance of routines, procedures, and policies; but is primarily reactive Fails to consistently apply either positive and/or negative consequences for behavior 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Sends inconsistent messages about school policy Tolerates discipline violations and allows positive student and staff behavior to go unrecognized

2.2.4	Engage families and the community in student learning	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children’s education 	The assistant principal: <ul style="list-style-type: none"> Fosters partnerships with families, community agencies and/or the corporate sector Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs Assists the principal in securing cooperation from family and community members to support school improvement initiatives 	The assistant principal: <ul style="list-style-type: none"> Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning Inconsistently engages established parents 	The assistant principal: <ul style="list-style-type: none"> Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts
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Domain 3: School Culture

Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.1 Student Culture, Management, and Support Services					
3.1.1	Implements effective school policies	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Institutes operational procedures designed and managed to maximize opportunities for successful student learning 	The assistant principal: <ul style="list-style-type: none"> Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem Develops all stakeholders’ understanding of school policies and their consequences 	The assistant principal: <ul style="list-style-type: none"> Establishes and implements school policies, processes, and routines, but enforcement is inconsistent Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance Develops student and staff understanding of school policies and their consequences 	The assistant principal: <ul style="list-style-type: none"> Inadequately develops stakeholders understanding of school policies and/or consequences Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner
3.1.2	Monitors school culture	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices 	The assistant principal: <ul style="list-style-type: none"> Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge Tracks referral data to evaluate the effectiveness of 	The assistant principal: <ul style="list-style-type: none"> Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers 	The assistant principal: <ul style="list-style-type: none"> Rarely uses data to evaluate effectiveness of interventions

			<p>interventions</p> <ul style="list-style-type: none"> – Uses the data to engage stakeholders in a process of continuous improvement 	<p>in a process of continuous improvement</p>	
3.1.3	Enhances a positive school culture	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> – Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy – Demonstrates the ability to positively impact student achievement and culture 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times – Challenges low expectations and holds all persons accountable for observing agreed upon procedures – Assists teachers with the implementation of effective classroom management plans 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Consistently applies positive and negative consequences for behavior – Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Inconsistently implements the student code of conduct – Allows irresponsible student behavior
3.1.4	Provides effective supervision	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> – Volunteers to assist at school events and or functions to which he/she is not directly assigned 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students – Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students – Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Rarely engages with students, parents, and or community members – Fails to maintain high visibility at supervisory functions
3.1.5	Supports student services	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> – Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Ensures all students have access to educational opportunities/services that meet their learning needs – Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met – Collaborates with service agencies in the community to support student needs that require interventions or additional supports 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner – Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met – Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc) – Fails to ensure the social, emotional, academic, and behavioral needs of each student are met – Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

Domain 4: Transportation

Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
4.1 Instructional Management/School Climate					
4.1.1.1	Ensures that transportation operations are supportive of the mission, instructional goals and objectives of the district	Manages the development and implementation of Transportation Department goals, objectives, policies and priorities for each service area to meet current and future needs (1.1.HE)	Plans, evaluates and initiates programs to meet current district needs for student transportation (1.1.E)	Initiates programs but doesn't keep up on district needs (1.1.IN)	Does not initiate new programs or promote district goals (1.1.I)
4.1.1.2	Develops and maintains positive staff morale in the transportation department	Develops relationships with transportation staff, recognizes accomplishments and rewards staff (1.2.HE)	Maintains open communication and high staff morale (1.2.E)	Sometimes fosters open communication; staff morale is declining or low (1.2.IN)	Does not take staff needs into consideration (1.2.I)
4.1.1.3	Maintains open communications with staff, administration, and community	Creates opportunities for input on key issues concerning transportation services gathering concerns, needs and wants from staff, students, bus drivers, and interested patrons (1.3.HE)	Allows staff and community communication and responds in timely manner (1.3.E)	May allow staff and community communication but doesn't respond in a timely manner (1.3.IN)	Does not allow for two-way communication with staff or community (1.3.I)
4.1.1.4	Develops long and short-range objectives and goals for the transportation department	Keeps up on all state mandates, surveys district staff and community, and develops long and short range objectives and goals for the transportation department (1.4.HE)	Communicates with staff the long and short range objectives and goals to improve the operations of the transportation department (1.4.E)	Does not communicate district transportation goals with staff in a timely manner (1.4.IN)	Does not communicate or promote transportation goals and objectives (1.4.I)
4.1.1.5	Recommends and implements practices and procedures which would improve the efficiency of the school system's transportation functions	Maintains safety standards in conformance with state and insurance regulations and develops a program of preventive safety (1.5.HE)	Conforms with all state laws and regulations regarding school transportation and makes recommendations for improvements of transportation efficiency (1.5.E)	Does not conform with all state laws or make improvements to transportation efficiency (1.5.IN)	Does not make changes to improve efficiency (1.5.I)
4.1.1.6	Demonstrates ability to work with others in a positive, productive way	Encourages transportation staff and works well with all staff (1.6.HE)	Works well with all transportation staff (1.6.E)	Sometimes works well with transportation staff (1.6.IN)	Does not work well with transportation staff (1.6.I)
4.1.1.7	Provides leadership and management for transportation	Takes on extra leadership roles, along with providing leadership in the transportation department, as well as	Provides leadership to the staff of the transportation department (1.7.E.1)	Sometimes provides leadership within the transportation department (1.7.IN.1)	Does not take on leadership roles (1.7.I.1)

		throughout the entire district (1.7.HE.1) Develops and administers a transportation program to meet all the requirements of the daily instructional program and extra- curricular activities (1.7.HE.2)	Administers a transportation program which supports the instructional program and extra- curricular activities most of the time (1.7.E.2)	Administers a transportation program which supports student transportation needs on a limited basis (1.7.IN.2)	Administers a transportation program which is untimely and/or inadequate in meeting student transportation needs (1.7.I.2)
4.1.1.8	Administers safety education	Administers a comprehensive safety education program which educates staff, parents, students and the public in general (1.8.HE)	Administers a single faceted safety education program (1.8.E)	Administers an irregularly scheduled safety education program (1.8.IN)	Does not administer a safety education program (1.8.I)
4.1.1.9	Compliance with state and federal regulations	Establishes and monitors processes and procedures for compliance with state and federal regulations and rules regarding transporting special education students (1.9.HE)	Establishes processes and procedures for compliance with state and federal regulations and rules regarding transporting special education students (1.9.E)	Unwritten and/or uncommunicated procedures are used to comply with state and federal regulations and rules regarding transporting special education students (1.9.IN)	Does not establish processes and procedures for compliance with state and federal regulations and rules regarding transporting special education students (1.9.I)
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.2 Personnel Management					
4.2.2.1	Defines job performance expectations of staff	Provides the specifications to be incorporated in contractual agreements so that performance expectations are clear (2.1.HE)	Follows the district specifications for job performance (2.1.E)	Sometimes allows staff to not follow district specifications for job performance (2.1.IN)	Does not communicate job performance specifications (2.1.I)
4.2.2.2	Evaluates job performance, conducts conferences, and develops training options and/or improvement plans to ensure the efficient operation of the department	Recruits, trains, and supervises all transportation personnel, and makes recommendations on their employment, transfer, promotion, and release; develops and monitors goals (2.2.HE.1) Handles confidential/sensitive information appropriately (2.2.HE.2)	Trains, and supervises all transportation personnel, and makes recommendations on their employment, transfer, promotion, and release (2.2.E.1)	Supervises all transportation personnel but fails to make changes in personnel (2.2.IN.1)	Does not supervise transportation personnel on a regular timeline or as required by district policy and/or procedures (2.2.I.1) Confidential information is shared with individuals who are not approved and/or in non-confidential settings (2.2.I.2)

4.1.2.3	Communicates high expectations and high regards for staff supervised and transmits this perspective to subordinates and others	Holds staff to high expectations and communicates those expectations (2.3.HE)	Fosters teamwork and contributes to positive moral (2.3.E)	Sometimes communicates high expectations and fosters teamwork (2.3.IN)	Does not hold high expectations for staff (2.3.I)
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1 Instructional Management/School Climate					
4.1.2.4	Develops adequate training programs for school bus drivers	Uses information provided through assessment instruments, the district appraisal process, and evaluative feedback from supervisors to improve performance (2.4.HE)	Seeks out professional development activities designed to improve performance in identified areas (2.4.E)	Provides professional development for some staff (2.4.IN)	Does not seek out or provide professional development for transportation staff (2.4.I)
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Administrative and Fiscal/Facilities Management					
4.1.3.1	Oversees the maintenance of all transportation vehicles belonging to the district	Plans, organizes, controls and directs the Transportation services/operations and the vehicle maintenance activities of the district; coordinates the purchase of supplies, parts and equipment (3.1.HE)	Plans, organizes, controls and directs the Transportation services/operations and the vehicle maintenance activities of the district; coordinates the purchase of supplies, parts and equipment most of the time (3.1.HE)	Supervises the operation of the vehicle/equipment repair facility (3.1.IN)	Does not maintain repairs of transportation equipment (3.1.I)
4.1.3.2	Is responsible for the operation, routing and scheduling of all school buses	Supervises the scheduling and assignment of driver personnel for all school bus operations with the school district; analyzes problems and recommends solutions (3.2.HE.1) Monitors weather and road conditions and provides advance notice to school administrators regarding potential impact on transportation services (3.2.HE.2)	Analyzes bus route problems and recommends solutions (3.2.E.1) Advises superintendent on road hazards for decisions on school closing during inclement weather (3.2.E.2)	Aids in the development of bus routes using state standards as a minimum for route development (3.2.IN.1) Occasionally advises superintendent on road hazards impacting student transportation (3.2.IN.2)	Does not make any route changes (3.2.I.1) Does not perform required monitoring of road hazards or inclement weather conditions which may impact student transportation (3.2.I.2)
4.1.3.3	Holds scheduled safety meetings with bus drivers covering basic school bus driving procedures	Stays abreast of new trends and innovations in the field of student transportation and leads training of the transportation staff (3.3.HE.1)	Schedules yearly safety and other training for staff (3.3.E.1) Uses state developed and provided bus driver training (3.3.E.2)	Periodically schedules safety training for staff (3.3.IN.1) Provides limited bus driver training (3.3.IN.2)	Does not schedule safety training for staff (3.3.I.1) Does not provide bus driver training (3.3.I.2)

		Strictly implements and monitors bus driver training adhering to state agencies, law enforcement, and professional organization. (3.3.HE.2)			
4.1.3.4	Develops and implements a program of preventative maintenance to insure the safe operation of all transportation vehicles, under the direction of the Superintendent	Plans, organizes, controls and directs the vehicles maintenance activities (3.4.HE)	Maintains all district-owned transportation equipment and develops plans for preventative maintenance (3.4.E)	Maintains transportation vehicles but not in a timely manner (3.4.IN)	Does not properly maintain transportation vehicles (3.4.I)
4.1.3.5	Files all transportation forms in a timely manner to the proper agency	Directs the preparation and maintenance and submission of a variety of narrative and statistical reports, records and files related to assigned services, activities and operations meeting all deadlines (3.5.HE)	Files reports as directed by the superintendent (3.5.E)	Doesn't file reports in a timely manner (3.5.IN)	Does not file required reports (3.5.I)
4.1.3.6	Assists with the planning of needs assessments related to the transportation operations of the district	Attends a variety of meetings to maintain current knowledge of legislation, legal codes and requirements (3.6.HE.1) Analyzes the condition, age and safety of school buses and vehicles used in transporting students and makes proper and timely recommendations to the Superintendent for the purchase of additional and/or replacement school buses (3.6.HE.2)	Accesses most information available from professional sources to gain knowledge of legislation, legal codes, and requirements (3.6.E.1) Uses a fixed schedule of bus replacement to recommend the purchase of additional and/or replacement school buses (3.6.E.2)	Is not fully informed regarding legislation, legal codes and requirements (3.6.IN.1) Uses limited information to recommend the purchase of additional and/or replacement school buses (3.6.IN.2)	Does not have knowledge of legislation, legal codes or requirements (3.6.I.1) Makes no timely recommendation for the purchase of additional and/or replacement school buses (3.6.I.2)
4.1.3.7	Monitors the transportation budget	Authorizes purchases in accordance with budgetary limitations and district rules, while maintaining cooperation, understanding, trust and credibility (3.7.HE)	Works with the business manager to ensure the efficiency and cost effectiveness of the transportation department (3.7.E)	Supervises the preparation of an accurate payroll (3.7.IN)	Does not work with the transportation budget (3.7.I)
4.1.3.8	Collects and distributes all paperwork,	Creates, updates and distributes all paperwork, staff information and	Distributes district paperwork and route information (3.8.E)	Does not distribute paperwork and route information in a timely manner (3.8.IN)	Does not distribute paperwork

	personnel material, and required route information	route information (3.8.HE)			and route information (3.8.I)
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1 School/Community Relations					
4.1.4.1	Articulates the school's mission to the community and solicits their support in making that mission become a reality	Participates on relevant district level committees, as well as professional group meetings, putting forth the mission of the school district (4.1.HE)	Attends meetings and communicates the mission of the school district (4.1.E)	Only attends mandatory community meetings and may not participate in these meetings (4.1.IN)	Does not attend community meetings (4.1.I)
4.1.4.2	Demonstrates awareness of school/ community needs and initiates activities to meet those identified needs	Surveys staff, students, community and parents to create an awareness of the transportation needs of the district and develops activities to meet those needs (4.2.HE)	Allows for communication with staff, students, community and parents to understand the transportation needs and helps to develop activities to meet those needs (4.2.E)	May listen to staff, students, community and parents but does not act upon the needs (4.2.IN)	Doesn't encourage communication and doesn't make needed changes (4.2.I)
4.1.4.3	Emphasizes and nurtures two-way communication between the school and community	Provides an extended support system for parents, students, and public to address concerns that arise from daily operations, which may include conflict resolution related to student management issues, assisting with student behavior plans, and investigation of incidences (4.3.HE)	Acts as liaison with parents for complaints and special requests, as well as disciplinary problems of student passengers (4.3.E)	Maintains cordial public relations with customers and district staff but may not handle disciplinary problems in a timely manner (4.3.IN)	Does not respond to parents/citizen complaints (4.3.I)

**Assistant Principal/Transportation Director Evaluation
Summative Rating Form**

Assistant Principal Name: _____

Principal: _____

Date Completed: _____ Mid-Year _____ or Year End _____

Domain 1: Teacher Effectiveness. Comments:

Domain Rating: _____

Domain 2: Leadership Actions: Comments:

Domain Rating: _____

Domain 3: School Culture: Comments:

Domain Rating: _____

Domain 4: Transportation/Food Service Leadership: Comments:

Domain Rating: _____

Domain	Domain Weight	Summative Rating	Weighted Value
Domain 1: Teacher Effectiveness	20%		
Domain 2: Leadership Actions	15%		
Domain 3: School Culture	15%		
Domain 4: Transportation Department Leadership	45%		
Domain 5: School Performance (A-F Letter Grade)	5%		
		Total Rating	

Rating Scale

1.0 – 1.74	1.75 – 2.49	2.5 – 3.49	3.5 – 4.0
Ineffective	Improvement Necessary	Effective	Highly Effective

Appendix H

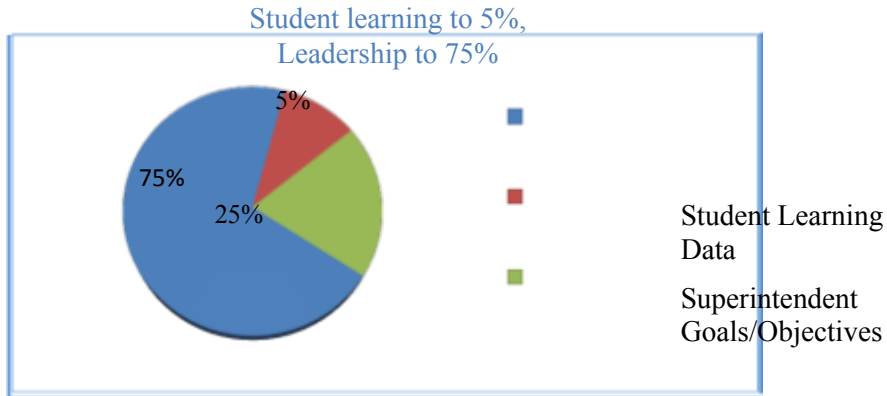
Superintendent Effectiveness Evaluation

The Superintendent will be evaluated annually using the process developed jointly by the Indiana School Board Association (ISBA) and the Indiana Association of Public School Superintendents (IAPSS) in June 2015. The process uses a combination of an evaluation instrument (rubric) based on the Indiana Content Standards for Educators: School Leader – District level, goals developed by the Superintendent and School Board of Southern Wells, and the corporation accountability grade (A-F). The School Board of Southern Wells and the Superintendent shall jointly determine percentages used for each area annually.

ISBA/IAPSS Superintendent Evaluation Metrics

[Example]: 75% Leadership Outcomes, 20% Superintendent Goals/Objectives,

Leadership



LEADERSHIP OUTCOMES (75%):

Effectiveness Rubric (75%): This score is obtained from the evaluation rating from the ISBA/IAPSS Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighted at 75% of the superintendent’s comprehensive rating.

Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
Ineffective (IN)	1	

STUDENT LEARNING DATA (5%):

Accountability A-F Grade (5%): The Accountability A-F Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is weighted at 5% of the superintendent’s comprehensive rating in this example.

A-F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2
D or F	Ineffective (IN)	1

SUPERINTENDENT GOALS/OBJECTIVES (20%):

This is an opportunity for superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 20% of the superintendent’s comprehensive rating in this example.

The guidelines for Superintendent Goals/Objectives are as follows:

1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

COMPUTING THE SCORE:

	Raw Score	x	Weight	= SCORE
Rubric Rating	3		0.75	2.25
+ Accountability A-F Grade	4		0.05	.2
+ Superintendent Goals/Objective Rating	4		0.20	.8
			Comprehensive Effectiveness Rating	3.25

SCALE

	Categories				
	Ineffective	Improvement Necessary	Effective	Highly Effective	
Points*	1.0	1.75	2.5	3.5	4.0

Teacher Appreciation Grant (TAG) Policy

Southern Wells Community Schools will distribute its Teacher Appreciation Grant monies received from the Indiana Department of Education to the teachers who meet the following criteria:

1. Employed in the classroom or directly provided education in a virtual classroom setting;
2. Received a Highly Effective or an Effective rating on their most recently completed performance evaluation; and
3. Employed on December 1st of the year the Corporation receives the Teacher Appreciation Grant monies.

The School Corporation will distribute its Teacher Appreciation Grant monies as follows:

1. To All Effective Teachers: A stipend as determined by the superintendent
2. To All Highly Effective Teachers: A stipend in the amount of 25% more than the stipend given to Effective teachers

The School Corporation will distribute the stipends within 20 business days of the distribution date by the Indiana Department of Education of the Teacher Appreciation Grant monies to the School Corporation.