



## ***Staff Performance Evaluation Plan Submission Coversheet***

***SY 2021-22***

**CONTEXT:** Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

<b>School Corporation Name:</b>	Tell City-Troy Township School Corporation
<b>School Corporation Number:</b>	6350
<b>Evaluation Plan Website Link:</b>	<a href="http://www.tellcity.k12.in.us">www.tellcity.k12.in.us</a>

**For the 2021-2022 School Year, we have adopted the following Evaluation Model:**

- ☐ The System for Teacher and Student Advancement (TAP)
- ☐ The Peer Assistance and Review Teacher Evaluation System (PAR)
- ☐ RISE State Model
- ☒ Locally Developed Plan
- ☐ Other \_\_\_\_\_

**Instructions:**

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

**Submission:**

Once completed, please **upload this coversheet to DOE Online under Legal Assurance 12 by Friday, September 17.** If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this coversheet as a single PDF.

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <b>all</b> certificated employees, including teachers, administrators, counselors, principals and superintendents	T: 6-8, 37 A: 57-58, 73
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> <li>• Observation rubrics - for <b>all</b> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator</li> <li>• Other measures used for evaluations (e.g., surveys)</li> </ul>	T: 35-38 A: 61-62, 74-75

Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> <li>• Definition of performance categories</li> <li>• Summative scoring process that yields placement into each performance category</li> </ul>	T: 35-37 A: 60-62, 75
<input type="checkbox"/> A definition of negative impact for certificated staff	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> <li>• Definition of <b>negative impact</b> on student growth for all certificated staff</li> </ul>	T: 13-15, 35-37

<input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth		<ul style="list-style-type: none"> <li>• Description of the process for modifying a final summative rating for negative growth</li> </ul>	A: 60-62, 74-75
<input type="checkbox"/> All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> <li>• Summative scoring process that yields placement into each performance category</li> <li>• Weighting (broken down by percentage) of all evaluation components</li> </ul>	T: 35-37 A: 60-62, 74-75
<b>Evaluation Feedback</b>			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	<ul style="list-style-type: none"> <li>• Process and timeline for delivering feedback on evaluations</li> <li>• Process for linking evaluation results with professional development</li> </ul>	T: 11-15 A: 60-62, 74-75
<b>Evaluation Plan Discussion</b>			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Evaluation Plan must be in writing and explained before the evaluations are conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	<ul style="list-style-type: none"> <li>• Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted</li> <li>• Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one</li> </ul>	5-17

<b>Evaluators</b>			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	<ul style="list-style-type: none"> <li>• Description of ongoing evaluator training</li> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul>	8-11, 58-60

<input type="checkbox"/> Teachers acting as evaluators ( <i>optional</i> ) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul>	11
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	<ul style="list-style-type: none"> <li>• Description of ongoing evaluator training</li> </ul>	8-11

### Feedback and Remediation Plans

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	<ul style="list-style-type: none"> <li>• System for delivering summative evaluation results to employees</li> </ul>	T: 10-15, 19, 35-37 A: 61-62, 74-75
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> <li>• Remediation plan creation and timeframe</li> <li>• Process for linking evaluation results with professional development</li> </ul>	15-18
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> <li>• Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation</li> </ul>	15-18
<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	<ul style="list-style-type: none"> <li>• Process for teachers rated as ineffective to request conference with superintendent</li> </ul>	17-18

### Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	<ul style="list-style-type: none"> <li>• Process for ensuring students do not receive instruction from ineffective teachers two years in a row</li> </ul>	17
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	<ul style="list-style-type: none"> <li>• Description of how parents will be informed of the situation</li> </ul>	17



# **Tell City – Troy Township School Corporation**

## **Teacher Evaluation Plan**

**August 2021**



## **Tell City – Troy Township School Corporation Teacher Evaluation Plan**

The purpose of this handbook is to outline and explain the Tell City – Troy Township School Corporation (TCTTSC) Teacher Evaluation and Development Plan. The model is a modification of the IDOE’s RISE Teacher Evaluation model. A discussion committee meets monthly to develop and update this handbook. Meeting minutes are available upon request. Updates to the plan will be reviewed with the School Board of Trustees no later than the September regular board meeting. The committee included the following people:

John Scioldo, Superintendent  
 Laura Noble, Elementary Principal  
 Brad Ramsey, Jr.-Sr. High School Principal  
 Margie Weatherholt, Elementary Assistant Principal  
 Chris Hollinden, Jr.-Sr. High School Assistant Principal  
 Holly Richardson and Whitney Keown, CTA Co-Presidents  
 CTA Discussion Team

The following handbook represents a collaborative effort that ensures the TCTTSC Teacher Evaluation Plan is in compliance with state law (Senate Enrolled Act 1).

### **Guiding Principles**

1. Nothing TCTTSC can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
2. Teachers deserve to be treated like professionals. TCTTSC is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

### **Legislative Context**

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced 6 main requirements:
  - Every certified employee must receive an evaluation annually;
  - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
  - Every evaluation system must incorporate objective measures of student growth and achievement as a significant portion of a teacher's evaluation.
  - Rigorous measures of effectiveness, including observations and other performance indicators.
  - An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected.
  - A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

House Enrolled Act (HEA) 1002 (2020) amends existing I.C. 20-28-11.5-4 by removing the requirement that student assessment results from statewide standardized assessments be used as part of a certified employee's annual evaluation performance plan.

Note: I.C. 20-28-11.5-4 still requires school corporations to develop a plan for annual performance evaluations for each certified employee.



### Performance Level Ratings

All certificated employees (teachers, counselors, media specialists) will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective: A *highly effective* teacher consistently exceeds expectations.** This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are 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.
- **Effective: An *effective* teacher consistently meets expectations.** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are 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.
- **Improvement Necessary: A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations.** This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are 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.
- **Ineffective: An *ineffective* teacher consistently fails to meet expectations.** This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are 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.

**Overview of Components**

Every teacher is unique and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through School Wide Success. The final school letter grade assigned by the Indiana Department of Education is a reflection of the collaborative efforts by all staff members. As such, this Evaluation Plan will utilize those results in the evaluation of each teacher. These results will be standard for all staff members in the building.

## Timeline

### **August – September**

- Optional teacher and evaluator meetings for a Beginning-of-the-Year Conference
- SLO's submitted to and approved by building principals

### **August – December**

- Evaluator makes classroom observations and provides feedback

### **November – February**

- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion

### **January – May**

- Evaluator continues to make classroom observations and provide feedback
- Final observations will take place before May 5

### **May – June**

- Evaluator completes observations and scores Teacher Effectiveness Rubric
- Evaluator and teacher review SLO and determine score
- Evaluator completes Summative Evaluation

### **Upon Collection of Data**

- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference. Data will be shared using PIVOT software. Teachers may request a hard copy of the evaluation.

## Evaluation Steps

**Step 1 – Optional Beginning-of-Year Conference** – all certified employees will be evaluated annually. These meetings will occur at the request of an administrator or teacher. The teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric.

Evaluators will consist of building level administrators who have completed RISE training. RISE training was provided by the Southern Indiana Education Cooperative (SIEC). Ongoing training is available through the SIEC. Administrators will collaborate to ensure consistency in implementation of the TER. This collaboration may take place electronically or at the monthly administrative meeting. No teacher shall serve as an evaluator for the corporation.

Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

**Step 2 – Classroom Observations** – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following tables indicates minimum requirements for observations.

Beginning Teacher (less than 2 years at TCTTSC) OR Any teacher who was rated <i>Improvement Necessary</i> or <i>Ineffective</i> within the past 5 years.						
Observation Type	Length (minutes)	Frequency	Pre- Conference	Post- Conference	Written Feedback	Announced
Extended	30-40 minutes	2/year (1/semester)	Optional	Yes	Within 5 days	Evaluator's discretion
Short	10 – 15 minutes	2/year (min. 1/semester)	No	No	Within 3 days	No

Veteran Teachers (2 or more years at TCTTSC)						
Observation Type	Length (minutes)	Frequency	Pre- Conference	Post- Conference	Written Feedback	Announced
Extended	30-40 minutes	1/year	Optional	Optional	Within 5 days	Evaluator's discretion
Short	10 – 15 minutes	2/year	No	No	Within 3 days	No

#### Optional Forms

Pre-Observation Form (Form 1)

Post-Observation Form (Forms 2 & 3)

If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

**Step 3 – Mid-Year Conference (by teacher's request or evaluator's discretion)** – This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. This conference is also mandatory for any teacher new to TCTTSC with less than 2 total years of teaching experience.

#### Optional Forms

Mid-Year Professional Practice Check-In Form (Form 4)

### **Step 4 – Teacher Effectiveness Rubric:**

#### **Evaluation Process and Procedures**

Certificated employees will be assigned to Group I for the various parts of their evaluation assigned as follows:

Group 1 (all teachers)= 100% TER

Each employee will be assigned an evaluator and may have a secondary evaluator collecting evidence on his/her work.

Beginning Educators (Less than 2 years experience): 2 short, 2 extended observations per year.

Veteran Educators (More than 2 years experience): 2 short, 1 extended observations per year.

Short observation—10-15 minutes

Extended observations— 30-40 minutes

Evaluators may opt to do unscheduled short observations during the school year as needed. Extended observations will be made in discussion with the teacher.

Evidence collected during observations will be documented using PIVOT.

Evidence for an observation will consist of observations and comments. Documents may also be uploaded by either party. Anything impacting Core Professionalism is noted by on the observation.

Conferences include a beginning of the year (BOY), mid-year (MY)-optional, end of year (EOY). Feedback based upon observations will be shared with the employee during conferences.

At the end of the school year, each administrator will examine evidence from observations with the TER. Teachers should provide evidence collected for each indicator.

The administrator will use his/her judgment to assign a final score for each domain on the rubric, weight them according to the rubric domain weights (10% planning, 75% instruction, 15% leadership for teacher rubric), subtract a point if Core Professionalism standards are not met, and determine a final score for the TER portion of the summative evaluation. Leadership is defined on the Indiana DOE website and examples provided.

Final summative ratings can be modified if the teacher is determined to have had a negative impact on student growth as determined by the DOE for statewide assessments or according to the following local definition for teachers whose classes are not measured by statewide assessments:

If 90% or more of students failed to show achievement of standards (as determined by the SLO assessments or pass rate on other student assessments), then the teacher shall be determined to be having a negative impact on student learning. If the teacher's other summative data together with the SLO summative data should yield a summative rating score in the Effective or Highly Effective range, the summative score would then be reduced to Improvement Necessary (2.4 maximum).

Summative ratings will be discussed in the EOY conference and finalized when all data is complete.

If a teacher receives a rating of ineffective or improvement necessary, the administrator and the certificated employee will develop a remediation plan no more than ninety (90) school days in length. The plan will include professional development, workshops, observing effective teachers, web-based and print resources, literature, coaching from effective peers, or other options as discussed with and approved by the administration.

A teacher who receives a rating of ineffective may request in writing a private conference with the superintendent not later than five (5) days after receiving notice of the ineffective rating. The teacher is entitled to a private conference with the superintendent.

**Teacher Remediation Plan** – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher’s license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 5) is an optional form that can be used.

The TCTTSC Teacher Evaluation Process will be reviewed by teacher and administrative representatives at the conclusion of the school year and periodically thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the TCTTSC Teacher Evaluation Process.



**Appendix A –  
Notes from Senate Enrolled Act  
1  
(IC-20-28-11.5)**

## **Appendix A – Notes from Senate Enrolled Act 1 (IC 20-28-11.5)**

**Teacher Remediation Plan** – If a teacher received a rating of *ineffective* or *improvement necessary*, the primary evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher’s license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 5) is an optional form that can be used.

**Appeal** – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

**Parent Notice** – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. Principals and counselors will be responsible for reviewing summative ratings and assigning students who had in the prior school year been instructed by a teacher rated ineffective to a teacher that was rated higher than ineffective.

If it is not possible, the school corporation must notify the parents of each applicable student by letter before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*. Building principals will be responsible for ensuring the letters to parents are sent prior to the first student day of the new school year.

**IDOE Reports** – When available (based on receipt of state provided data), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE and the school board of trustees. The results may not include the names of teachers.

**Compensation** – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher’s employment contract is continued.

**Tenure Categories** – New Teacher Tenure Categories begin July 1, 2013

- i. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.
- ii. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2013 and enters into another contract before July 1, 2013. All current teachers become established teachers on July 1, 2013.
- iii. 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)**

- i. Probationary Teacher
  - i. One (1) *ineffective* rating
  - ii. Two (2) consecutive years of *improvement necessary*
  - iii. Justifiable decrease in teaching positions – After June 20, 2013, RIF's in positions must be based on performance and not seniority
  - iv. Any reason considered relevant to the school's interest
- ii. Established/Professional Teacher
  - i. Justifiable decrease in positions – After June 30, 2013, RIF's in positions must be based on performance and not seniority
  - ii. Immorality
  - iii. Insubordination
  - iv. Incompetence
    - i. Two (2) consecutive years of *ineffective* ratings; or
    - ii. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
  - v. Neglect of duty
  - vi. Certain felony convictions
  - vii. Other good and just cause

# **Appendix B – Forms**

**Form 1****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.

- i. What learning objectives or standards will you target during this class?
- ii. How will you know if students are mastering/have mastered the objective?
- iii. Is there anything you would like me to know about this class in particular?
- iv. 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:

## Form 2

### Post-Observation Form - Evaluator

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: \_\_\_\_\_

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

Domain 2: Areas of 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.*

**Form 3****Post-Observation Form - Teacher**

School: \_\_\_\_\_

Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Dear Teacher:

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

- i. How do you think the lesson went? What went well and what didn't go well?
  
  
  
  
  
  
  
  
  
  
- ii. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? How do you know? If not, why do you think it did not go as planned?
  
  
  
  
  
  
  
  
  
  
- iii. If you were to teach this lesson again, what would you do differently?
  
  
  
  
  
  
  
  
  
  
- iv. Did the results of this lesson influence or change your planning for future lessons?

**Form 4****Mid-Year Check-In Form**

School: \_\_\_\_\_ Summative Evaluator: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Note: Mid-year check-in conferences are optional for any teacher without a professional practice 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 Extended Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Number of Short Observations Prior to Mid-Year Check-in: \_\_\_\_\_



<b>Domain 1: Planning</b>	<b>Mid-Year Assessment of Domain 1</b>
1.1. Utilize Assessment Data to Plan 1.2. Create Objective-Driven Lesson Plans and Assessments 1.3. Track Student Data and Analyze Progress	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Highly Effective    3 – Effective</b> <b>2 – Improvement Necessary    1 – Ineffective</b> <b>N/A</b>

<b>Domain 2: Instruction</b>	<b>Mid-Year Assessment of Domain 2</b>
<ul style="list-style-type: none"> <li>1.1. Develop Student Understanding and Mastery of Lesson Objectives</li> <li>1.2. Demonstrate and Clearly Communicate Content Knowledge to Students</li> <li>1.3. Engage Students in Academic Content</li> <li>1.4. Check for Understanding</li> <li>1.5. Modify Instruction as Needed</li> <li>1.6. Develop Higher Level of Understanding Through Rigorous Instruction and Work</li> <li>1.7. Maximize Instructional Time</li> <li>1.8. Create Classroom Culture of Respect and Collaboration</li> <li>1.9. Set High Expectations for Academic Success</li> </ul>	
<b>Mid-Year Rating (Circle One)</b>	<p style="text-align: center;"> <b>4 – Highly Effective    3 – Effective</b>  <b>2 – Improvement Necessary    1 – Ineffective</b>  <b>N/A</b> </p>

<b>Domain 3: Planning</b>	<b>Mid-Year Assessment of Domain 3</b>
1.1. Contribute to School Culture 1.2. Collaborate with Peers 1.3. Seek Professional Skills and Knowledge 1.4. Advocate for Student Success 1.5. Engage Families in Student Learning	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Highly Effective    3 – Effective</b> <b>2 – Improvement Necessary    1 – Ineffective</b> <b>N/A</b>

Domain 4: Professionalism	Mid-Year Assessment of Domain 4
<ul style="list-style-type: none"> <li>i. Attendance</li> <li>ii. On-Time Arrival</li> <li>iii. Policies and Procedures</li> <li>iv. Respect</li> </ul>	
Mid-Year Rating (Circle One)	<div>Meets Standards</div> <div>Does Not Meet Standards</div>

**Form 5****Professional Development Plan**

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. 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.	

<b>Name</b>			
<b>School</b>			
<b>Grade Level(s)</b>		<b>Grade Level(s)</b>	
<b>Date Developed</b>		<b>Date Developed</b>	
Primary Evaluator Approval	<b>x</b>	Primary Evaluator Approval	<b>x</b>

Professional Growth Goal #1						
<b>Overall Goal:</b> Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	<b>Action Steps and Data:</b> Include detailed steps and the data you will use to determine whether each benchmark is met	<b>Benchmarks and Data:</b> Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				<b>Evidence of Achievement:</b> How do you know that your goal has been met?
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	

		Data:	Data:	Data:	Data:	
<b>Professional Growth Goal #2</b>						
<b>Overall Goal:</b> Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	<b>Action Steps and Data:</b> Include detailed steps and the data you will use to determine whether each benchmark is met	<b>Benchmarks and Data:</b> Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				<b>Evidence of Achievement:</b> How do you know that your goal has been met?
	<b>Action Step 1</b>	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	



	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
<b>Professional Growth Goal #3</b>						

<b>Overall Goal:</b> Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	<b>Action Steps and Data:</b> Include detailed steps and the data you will use to determine whether each benchmark is met	<b>Benchmarks and Data:</b> Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				<b>Evidence of Achievement:</b> How do you know that your goal has been met?
	<b>Action Step 1</b>	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	<b>Action Step 2</b>	__/__/__	__/__/__	__/__/__	__/__/__	

		Data:	Data:	Data:	Data:	
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## Form 6

### Final Summative Rating

School: \_\_\_\_\_ Summative Evaluator: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade/Subject: \_\_\_\_\_

Note: This form should be completed based on information collected and assessed throughout the year. Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of Extended Observations: \_\_\_\_\_ Number of Short Observations: \_\_\_\_\_

#### Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		15%	
Domain 2		75%	
Domain 3		10%	
	<b>Weighted</b>	100%	
<b>Final Teacher Practice Rating</b>			

- i. Rating \* % Weight = Weighted Rating
- ii. Sum of Weighted Ratings = Weighted Score
- iii. Rounded Weighted Score (.5 or above round up, .49 or below round down) = Final Teacher Practice Rating

If the teacher “Meets Standards” in Domain 4 (Professionalism), deduct 0 points. The final teacher 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, Domains 1-4:** \_\_\_\_\_

Group 1 Teacher Calculation Form:

Component	Raw Score	Weight	Weighted Score
TER		100%	
Professional Point	Deduction only	-1	
TOTAL			

Use the following formula to calculate:

1. Rating \* % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Summative Score
3. If the teacher has a negative impact on students, the summative score shall be reduced to Improvement Necessary (no higher than 2.4).

**Final Summative Evaluation Score:** \_\_\_\_\_

Use the chart below and the Final Summative Evaluation Score to determine the teacher’s final rating.

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		Improvement Necessary		Effective		Highly Effective	
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Tenure Category:	<u>Current School Year</u>		<u>Next School Year</u>	
	Probationary Teacher		Probationary Teacher	
	Established Teacher		Established Teacher	
	Professional Teacher		Professional Teacher	

**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: \_\_\_\_\_

# Tell City – Troy Township School Corporation

## Teacher Effectiveness Rubric

2021



## 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	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> -Incorporates differentiated instruction strategies in planning to reach every student at his/her level of understanding	<b>Teacher uses prior assessment data to formulate:</b> -Achievement goals, unit plans, AND lesson plans	<b>Teacher uses prior assessment data to formulate:</b> -Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Create Objective-Driven Lesson Plans and Assessments	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> -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	<b>Based on unit plan, teacher plans daily lessons by:</b> -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	<b>Based on unit plan, teacher plans daily lessons by:</b> -Identifying lesson objectives that are aligned to state standards -Matching instructional strategies and activities/assignments to the lesson objectives <b>Teacher may not:</b> -Design assignments that are meaningful or relevant -Plan formative assessments to measure progress towards mastery or inform instruction	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.



1.3	<b>Track Student Data and Analyze Progress</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>-Uses daily checks for understanding for additional data points</li> <li>-Updates tracking system daily</li> <li>-Uses data analysis of student progress to drive lesson planning for the following day</li> <li>-Students track their own personal data to set goals for future learning</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>-Recording student assessment/progress data</li> <li>-Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>-Maintaining a grading system aligned to student learning goals</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>-Recording student assessment/progress data</li> <li>-Maintaining a grading system</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>-Use data to analyze student progress towards mastery or to plan future lessons/units</li> <li>-Have grading system that appropriately aligns with student learning goals</li> </ul>	<p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system</p>
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## 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)
<b>Competency 2.1:</b>  <b>Develop student understanding and mastery of lesson objectives</b>	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

	<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"> <li>-Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>-Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>-Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms</li> <li>-Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>-Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>-Lesson is well-organized to move students towards mastery of the objective</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> <li>-Objective is stated, but not in a student-friendly manner that leads to understanding</li> <li>-Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>-Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> <li>-Organization of the lesson may not always be connected to mastery of the objective</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students</li> <li>-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</li> <li>-There may be no effort to connect objective to prior knowledge of students</li> <li>-Lesson is disorganized and does not lead to mastery of objective</li> </ul>
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## Notes:

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

Notes:

- i. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

- ii. 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.
- iii. 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)
<b>Competency 2.3:</b>	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
<b>Engage students in academic content</b>	<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"> <li>-Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>-Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>-The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>-Teacher effectively integrates technology as a tool to engage students in academic success</li> </ul>	<ul style="list-style-type: none"> <li>- 3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>-Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>-Ways of engaging with content reflect different learning modalities or intelligences</li> <li>-Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>-ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>-Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>	<ul style="list-style-type: none"> <li>-Fewer than 3/4 of students are engaged in content and many are off-task</li> <li>-Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>-Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>-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</li> <li>-ELL and IEP students are sometimes given appropriate accommodations to be engaged in content</li> <li>-Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<ul style="list-style-type: none"> <li>- Few than 1/2 of students are engaged in content and many are off-task</li> <li>-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</li> <li>-Teacher does not differentiate instruction to target different learning modalities</li> <li>-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</li> <li>-ELL and IEP students are not provided with the necessary accommodations to engage in content</li> <li>-Students do not actively listen and are overly disinterested in engaging</li> </ul>

## Notes:

- i. 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.

- ii. 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; (c) active participation in hands-on tasks/activities.
- iii. 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)
<b>Competency 2.4:</b>	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
<b>Check for Understanding</b>	<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"> <li>-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)</li> <li>-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</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)</li> <li>-Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding</li> <li>-Teachers uses wait time effectively both after posing a question and before helping students think through a response</li> <li>-Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students</li> <li>-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)</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>-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</li> <li>-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</li> <li>-Teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students</li> <li>-Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>-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</li> <li>-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 issue</li> <li>-Teacher frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students</li> <li>-Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul>

Notes:

- i. 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.
- ii. Examples of how the teacher may assess student understanding and mastery of objectives:
  - i.i. Checks for Understanding: thumbs up/down, cold-calling
  - i.ii. Do Nows, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips
  - i.iii.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.5:</b>	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
<b>Modify Instruction as Needed</b>	<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"> <li>-Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>-Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>-Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>-Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> <li>-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</li> <li>-Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> <li>-Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>-Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding</li> </ul>

Notes:

- i. 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.
- ii. A 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)
<b>Competency 2.6:</b>	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
<b>Develop Higher Level of Understanding through</b>				



<b>Rigorous Instruction and Work</b>	<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"> <li>-Lesson is accessible and challenging to all students</li> <li>-Students are able to answer higher-level questions with meaningful responses</li> <li>-Students pose higher-level questions to the teacher and to each other</li> <li>-Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great</li> <li>-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)</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson is accessible and challenging to almost all students</li> <li>-Teacher frequently develops higher-level understanding through effective questioning</li> <li>-Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>-Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning</li> <li>-Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson is not always accessible or challenging for students</li> <li>-Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</li> <li>-Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding</li> <li>-While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</li> <li>-Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson is not aligned with developmental level of students (may be too challenging or too easy)</li> <li>-Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts</li> <li>-Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding</li> <li>-Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts</li> <li>-Teacher gives up on students easily and does not encourage them to persist through difficult tasks</li> </ul>
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Notes:

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

- i. Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
- ii. Asking students to explain their reasoning
- iii. Asking students to explain why they are learning something or to summarize the main idea
- iv. Asking students to apply a new skill or concept in a different context
- v. Posing a question that increases the rigor or the lesson content
- vi. Prompting students to make connections to previous material or prior knowledge

- Vii. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
- Viii. Challenging tasks rather than questions may be used to create a higher level of understanding, and if successful, should be credited in this competency.
- ix. 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)
<b>Competency 2.7:</b>	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
<b>Maximize Instructional Time</b>	<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"> <li>-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>-Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>-Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>-All students are on-task and follow instructions of teacher without much prompting</li> <li>-Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>-Students arrive on-time and are aware of the consequences of arriving late (unexcused)</li> <li>-Class starts on-time</li> <li>-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>-Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</li> <li>-Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>-Almost all students are on-task and follow instructions of teacher without much prompting</li> <li>-Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>-Some students consistently arrive late (unexcused) for class without consequences</li> <li>-Class may consistently start a few minutes late</li> <li>-Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</li> <li>-There is more than a brief period of time when students are left without meaningful work to keep them engaged</li> <li>-Teacher may delegate lesson time inappropriately between parts of the lesson</li> <li>-Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</li> <li>-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</li> </ul>	<ul style="list-style-type: none"> <li>-Students may frequently arrive late (unexcused) for class without consequences</li> <li>-Teacher may frequently start class late</li> <li>-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</li> <li>-There are significant periods of time in which students are not engaged in meaningful work</li> <li>-Teacher wastes significant time between parts of the lesson due to classroom management</li> <li>-Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>-Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson</li> </ul>

Notes:

- i. 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.
- ii. 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 the other students.
- iii.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.8:</b>  <b>Create Classroom Culture of Respect and Collaboration</b>	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <p>-Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance</p>	<p>-Students are respectful of their teacher and peers</p> <p>-Students are given opportunities to collaborate and support each other in the learning process</p> <p>-Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</p> <p>-Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions</p>	<p>-Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</p> <p>-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</p> <p>-Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</p> <p>-Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</p>	<p>-Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</p> <p>-Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</p> <p>-Teacher rarely or never praises positive behavior</p> <p>-Teacher rarely or never addresses negative behavior</p>

## Notes:

- i. If there are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
- ii. 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)
<b>Competency 2.9:</b>  <b>Set High Expectations for Academic Success</b>	Teacher is highly effective at setting high expectations for academic success	Teacher is effective at setting high expectations for academic success	Teacher needs improvement at setting high expectations for academic success	Teacher is ineffective at setting high expectations for academic success
	<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"> <li>-Students participate in forming academic goals for themselves and analyzing their progress</li> <li>-Students demonstrate high academic expectations for themselves</li> <li>-Student comments and actions demonstrate that they are excited about their work and understand why it is important</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher sets high expectations for students of all levels</li> <li>-Students are invested in their work and value academic success as evidenced by their effort and quality of their work</li> <li>-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)</li> <li>-Teacher celebrates and praises academic work</li> <li>-High quality work of all students is displayed in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher may set high expectations for some, but not others</li> <li>-Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging</li> <li>-Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or giveup easily)</li> <li>-Teacher may praise the academic work of some, but not others</li> <li>-High quality work of a few, but not all students, may be displayed in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher rarely or never sets high expectations for students</li> <li>-Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task or refuse to attempt assignments</li> <li>-Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers</li> <li>-Teacher rarely or never praises academic work or good behavior</li> <li>-High quality work is rarely or never displayed in the classroom</li> </ul>

## Notes:

- i. 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	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> -Seek out leadership roles -Go above and beyond in dedicating time for students and peers outside of class	<b>Teacher will:</b> -Contribute ideas and expertise to further the schools' mission and initiatives -Dedicate time efficiently, when needed, to helping students and peers outside of class	<b>Teacher will:</b> -Contribute occasional ideas and expertise to further the school's mission and initiatives <b>Teacher may not:</b> -Frequently dedicate time to help students and peers efficiently outside of class	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
3.2	Collaborate with Peers	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> -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	<b>Teacher will:</b> -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	<b>Teacher will:</b> -Participate in occasional opportunities to work with and learn from others -Ask for assistance when needed <b>Teacher may not:</b> -Seek to provide other teachers with assistance when needed OR -Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player

3.3	<b>Seek Professional Skills and Knowledge</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Regularly share newly learned knowledge and practices with others</li> <li>-Seek out opportunities to lead professional development sessions</li> <li>-Go above and beyond in seeking out opportunities to collaborate</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Actively pursue opportunities to improve knowledge and practice</li> <li>-Seek out ways to implement new practices into instruction, where applicable</li> <li>-Welcome constructive feedback to improve practices</li> <li>-Seek out and participate in regular opportunities to work</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Attend all mandatory professional development opportunities</li> <li>-Participate in occasional opportunities to work with and learn from others</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>-Actively pursue optional professional development opportunities</li> <li>-Seek out ways to implement new practices into instruction</li> <li>-Accept constructive feedback well</li> </ul>	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. Teacher rarely or never participates in opportunities to work with others.
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Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.4	<b>Advocate for Student Success</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Display commitment to the education of all the students in the school</li> <li>-Make changes and take risks to ensure student success</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Display commitment to the education of all his/her students</li> <li>-Attempt to remedy obstacles around student achievement</li> <li>-Advocate for student's individualized needs</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Display commitment to the education of all his/her students</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>-Advocate for students' needs</li> </ul>	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.

3.5	<b>Engage Families in Student Learning</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>-Strive to form relationships in which parents are given ample opportunity to participate in student learning</li> <li>-Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Proactively reach out to parents in a variety of ways to engage them in student learning</li> <li>-Respond promptly to contact from parents</li> <li>-Engage in all forms of parent outreach required by the school</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Respond to contact from parents</li> <li>-Engage in all forms of parent outreach required by the school</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>-Proactively reach out to parents to engage them in student learning</li> </ul>	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>
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## DOMAIN 4: 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		Meets Standard	Does Not Meet Standard
1	<b>Attendance</b>	Individual has not demonstrated a pattern of unexcused absences	Individual demonstrates a pattern of unexcused absences
2	<b>On-Time Arrival</b>	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)	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)
3	<b>Policies and Procedures</b>	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.)	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)
4	<b>Respect</b>	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

# **Tell City – Troy Township School Corporation**

## **Administrator Evaluation Plan**

**August 2021**



### Performance Level Ratings

Each principal/administrator will be evaluated and receive a rating at the end of the school year in one of four performance levels:

**Highly Effective:** A highly effective principal consistently exceeds expectations. This is a principal 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 students in the highly effective principal's school, on aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

**Effective:** An effective principal consistently meets expectations. This is a principal 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 students in the effective principal's school, on aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

**Improvement Necessary:** A principal who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a principal who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. On aggregate, the students in the school of a principal 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.

**Ineffective:** An ineffective principal consistently fails to meet expectations. This is a principal 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 students in the ineffective principal's school, on aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

**Step 1 – Optional Beginning-of-Year Conference** – all certified employees will be evaluated annually. These meetings will occur at the request of an administrator or evaluator. The principal and evaluator may meet for a beginning-of-year conference to discuss the principal's prior year performance, review the Administrative Student Learning Objectives written by the principal, and plan for the year. Throughout the school year, the evaluator collects evidence, including via direct observations and indirect observations. The principal will receive feedback using the PIVOT system in the same fashion as indicated on the teacher rubric. Evaluators will consist of administrators who have completed RISE training. RISE training has been made available by the Southern Indiana Education Cooperative (SIEC).

**Step 2 – Observations** – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The Evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a principal's performance. All principals will be evaluated on two major components:

1. Professional Practice – Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Principal Effectiveness Rubric. All principals will be evaluated in the domains of Teacher Effectiveness and Leadership Actions.
2. Student Learning – A principal's contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including the A-F Accountability Model as well as progress towards specific Administrative Student Learning Objectives (SLOs) using state-, corporation-, or school-wide assessments.

### **Use of Objective Measures of Student Growth**

Some possible student learning data sources around which a principal may set goals include: LAS Links, IMAST, Acuity, mCLASS, ECAs, common local assessments in social studies or science, other non-state mandated assessments (NWEA, etc.), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, and graduation rate.

Principals and evaluators will discuss measures and use measures well suited for evaluation purposes.

Data sources that are not considered as “student learning” measures include: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

Principals may request a mid-year conference. Evaluators and principals will meet for an end-of-year conference to review the principal's performance on all of the competencies of the Principal Effectiveness Rubric and data supporting the accomplishment of Administrative SLOs. Summative results will be shared with the administrator when data is available. The evaluator provides the administrator a copy of the Summative Evaluation within 7 days of the End-of-Year Conference. Data will be shared using PIVOT software. Principals may request a hard copy of the evaluation.

Evaluation will be conducted in two domains:

#### Domain 1: Teacher Effectiveness

##### 1.1 Human Capital Manager

##### 1.2 Instructional Leadership

##### 1.3 Leading Indicators of Student Learning

#### Domain 2: Instruction

##### 2.1 Personal Behavior

##### 2.2 Building Relationships

##### 2.3 Culture of Achievement

In order to assess principal practice on the Principal Effectiveness Rubric, the following evidence may be collected:

1. Direct observation – This involves observing the principal undertaking a wide range of possible actions (e.g., leading professional development sessions, debriefing with a teacher about a classroom observation, leading a data team meeting or a meeting to discuss next steps to support a struggling student, visiting classrooms, meeting with students individually or addressing groups of students, meeting with parents, etc.).
2. Indirect observation – This involves observing systems that clearly result from the principal's work but may operate without the principal present (e.g., grade level or department planning meetings, peer coaching sessions, visiting classrooms, etc.).
3. Artifacts – This involves reviewing written records of a principal's work (e.g., the school improvement plan, the master schedule, coaching records, teacher evaluation reports, etc.). Artifacts are often collected by the principal him/herself as part of the evaluation process.
4. Data – This involves reviewing concrete results of a principal's work, including both leading indicators and direct evidence of student performance (e.g., interim assessment results, attendance and discipline data, stakeholder survey results).

Principals will be observed at least two times over the course of the year, for at least 30 minutes per visit. Observations may be announced or unannounced. After each observation, the evaluator will, within five school days, provide written or oral feedback to the principal on the observation. The evaluator will tie observations to domains using PIVOT software.

Principal summative evaluations will be based on: PER 100%

**STEP 3: Principal Effectiveness Rubric Scoring:**

<b>Domain 1: Teacher Effectiveness</b>  1.1 Human Capital Manager 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	<b>Competency Rating</b>  1.1: _____ 1.2: _____ 1.3: _____	<b>Final Assessment of Domain 1 (Comments)</b>        
<b>Final Domain Rating (Circle One)</b>		4 - High. Eff.    3 - Eff.    2- Improv. Nec    1 - Ineff.
<b>Domain 2: Leadership Actions</b>  2.1 Personal Behavior 2.2 Building Relationships 2.3 Culture of Achievement	<b>Competency Rating</b>  2.1: _____ 2.2: _____ 2.3: _____	<b>Final Assessment of Domain 2 (Comments)</b>        
<b>Final Domain Rating (Circle One)</b>		4 - High. Eff.    3 - Eff.    2- Improv. Nec    1 - Ineff.

**Student Learning Scoring**

<b>A-F Accountability Grade</b>	
<b>Grade (A, B, C, D, or F)</b>	<b>Points (A=4, B=3, C=2, D or F=1)</b>
<b>Points</b>	
<del>Key for Points: Exceed both=4; Meets both=3; Meets only one=2; Meets neither=1</del>	

**Final Rating**

	Raw Score	x	Weight	Score
Rubric Rating		1		
		Comprehensive Effectiveness Rating		

**Final Summative Evaluation Score:** \_\_\_\_\_

Use the chart below and the Final Summative Evaluation Score to determine the principal's final rating.

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**

**Improvement Necessary**

**Effective**

**Highly Effective**

# Tell City – Troy Township School Corporation

## Principal Effectiveness Rubric

2021





### Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, 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)
<b>1.1 Human Capital Manager</b>					
1.1.1	Hiring and retention	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	Principal recruits, hires, and supports teachers by: Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; Aligning personnel decisions with the vision and mission of the school.	Principal recruits, hires, and supports effective teachers by: Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; Demonstrating ability to increase some teachers' effectiveness; Occasionally applying the school's vision/mission to HR decisions.	Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by: Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	Evaluation of teachers	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	Principal prioritizes and applies teacher evaluations by: Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; Following processes and procedures outlined in the corporation evaluation plan for all staff members	Principal prioritizes and applies teacher evaluations by: Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to partially differentiate the performance of teacher; Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	Principal <u>does not</u> prioritize and apply teacher evaluations by: Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Rarely or never using teacher evaluation to differentiate the performance of teachers ; Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

1.1.3	Professional development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Frequently creating learning opportunities in which highly effective teachers support their peers; Monitoring the impact of implemented learning opportunities on student achievement; Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	Principal orchestrates professional learning opportunities by: Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. Providing differentiated learning opportunities to teachers based on evaluation results.	Principal orchestrates aligned professional learning opportunities tuned to staff needs by: Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; Providing learning opportunities with little variety of format; Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by: Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; Providing no variety in format of learning opportunities; Failing to provide professional learning opportunities based on evaluation results.
1.1.4	Leadership and talent development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Encouraging and supporting teacher leadership and progression on career ladders; Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; Recognizing and celebrating emerging leaders.	Principal develops leadership and talent by: Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; Providing formal and informal opportunities to mentor emerging leaders; Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	Principal develops leadership and talent by: Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; Providing formal and informal opportunities to mentor some, but not all, emerging leaders; Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	Principal <u>does not</u> develop leadership and talent by: Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; Rarely or never provides mentorship to emerging leaders; Providing no support and encouragement of leadership and growth; Frequently assigns responsibilities without allocating necessary authority.
1.1.5	Delegation	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Encouraging and supporting staff members to seek out responsibilities; Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	Principal delegates tasks and responsibilities appropriately by: Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; Monitoring the progress towards success of those to whom delegations have been made; Providing support to staff members as needed.	Principal delegates tasks and responsibilities appropriately by: Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; Providing support, but not always as needed.	Principal <u>does not</u> delegate tasks and responsibilities appropriately by: Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; Rarely or never providing support.

1.1.6	Strategic assignment	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	Principal uses staff placement to support instruction by: Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; Strategically assigning support staff to teachers and classes as necessary to support student achievement.	Principal uses staff placement to support instruction by: Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	Principal <u>does not</u> use staff placement to support instruction by: Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	Addressing teachers who are in need of improvement or ineffective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Staying in frequent communication with teachers on remediation plans to ensure necessary support; Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	Principal addresses teachers in need of improvement or ineffective by: Developing remediation plans with teachers rated as ineffective or in need of improvement; Monitoring the success of remediation plans; Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal addresses teachers in need of improvement or ineffective by: Occasionally monitoring the success of remediation plans; Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal <u>does not</u> address teachers in need of improvement or ineffective by: Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; Rarely or never monitoring the success of remediation plans; Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership				
1.2.1	<b>Mission and vision</b>  At Level 4, a principal fulfills the criteria for Level 3 and additionally: Defining long, medium, and short-term application of the vision and/or mission; Monitoring and measuring progress toward the school’s vision and/or mission; Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; Cultivating complete commitment to and ownership of the school’s vision and/or mission fully within the school and that spreads to other stakeholder groups.	Principal supports a school-wide instructional vision and/or mission by: Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); Defining specific instructional and behavioral actions linked to the school’s vision and/or mission; Ensuring all key decisions are aligned to the vision and/or mission; Cultivating commitment to and ownership of the school’s vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	Principal supports a school-wide instructional vision and/or mission by: Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); Making significant key decisions without alignment to the vision and/or mission; Cultivating a level of commitment to and ownership of the school’s vision and/or mission that encapsulates some, but not all, teachers and students.	Principal <u>does not</u> support a school-wide instructional vision and/or mission by: Failing to adopt a school-wide instructional vision and/or mission; Defining a school-wide instructional vision and/or mission that is not applied to decisions; Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.

1.2.2	Classroom observations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; Monitoring the impact of feedback provided to teachers.	Principal uses classroom observations to support student academic achievement by: Visiting all teachers frequently (announced and unannounced) to observe instruction; Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	Principal uses classroom observations to support student academic achievement by: Occasionally visiting teachers to observe instruction; Occasionally analyzing student performance data to drive instruction evaluate instructional quality; Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	Principal uses classroom observations to support student academic achievement by: Rarely or never visiting teachers to observe instruction; Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	Teacher collaboration	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring collaborative efforts to ensure a constant focus on student learning; Tracking best collaborative practices to solve specific challenges; Holding collaborating teams accountable for their results.	Principal supports teacher collaboration by: Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; Aligning teacher collaborative efforts to the school's vision/mission.	Principal supports teacher collaboration by: Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; Supporting and encouraging teamwork and collaboration in a limited number of ways; Occasionally aligning teacher collaborative efforts to instructional practices.	Principal <b>does not</b> support teacher collaboration by: Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; Rarely or never aligning teacher collaborative efforts to instructional practices.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	Planning and Developing Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; Revisiting the use and design of teacher and school-wide tracking tools.	Principal supports the planning and development of Student Learning Objectives (SLOs) by: Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; Collaborating with teachers to identify standards or skills to be assessed; Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; Helping teachers to assess baseline student data to drive the development of SLOs that	Principal supports the creation of Student Learning Objectives (SLOs) by: Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; Occasionally collaborating with teachers to identify standards or skills to be assessed; Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; Working with teachers only occasionally throughout the year to measure progress towards goals;	Principal <b>does not</b> support the creation of Student Learning Objectives by: Failing to organize/provide opportunities for teacher collaboration; Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; Not meeting with teachers throughout the year to look at progress towards goals.

			appropriately take students' starting points into account; Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. Utilizing a tracking tool to monitor school-wide progress on SLOs; Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	
1.3.2	Rigorous Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	Principal creates rigor in SLOs by: Ensuring teachers' SLOs define desired outcomes; Ensuring assessments used correspond to the appropriate state content standards; Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; Ensuring an analysis of previous year's student data is included in the development of SLOs; Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	Principal creates rigor in SLOs by: Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; Assessing baseline data that may not be effectively used to assess students' starting points; Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	Principal creates rigor in SLOs by: Allowing for outcomes to be benchmarked to less than typical growth; Failing to assess baseline knowledge of students; Failing to select assessments that are appropriately aligned to content standards.
1.3.3	Instructional time	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	Principal supports instructional time by: Removing all sources of distractions of instructional time; Promoting the sanctity of instructional time; Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	Principal supports instructional time by: Removing major sources of distractions of instructional time; Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	Principal <u>does not</u> support instructional time by: Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; Rarely or never promoting the sanctity of instructional time; Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

## Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a school wide *culture of achievement* aligned to the school's vision of success for every student.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.1 Personal Behavior</b>					
2.1.1	Professionalism	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	Principal displays professionalism by: Modeling professional, ethical, and respectful behavior at all times; Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	Principal supports professionalism by: Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	Principal <u>does not</u> support professionalism by: Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; Monitoring use of time to identify areas that are not effectively utilized;	Principal manages time effectively by: Establishing yearly, monthly, weekly, and daily priorities and objectives; Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	Principal manages time effectively by: Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; Occasionally prioritizes activities unrelated to student achievement.	Principal manages time effectively by: Rarely or never establishing timely objectives or priorities; Regularly prioritizing activities unrelated to student achievement;
2.1.3	Using feedback to improve student performance	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; Identifying the most efficient means through which feedback can be generated. Establishing “feedback loops” in which those who provide feedback	Principal uses feedback to improve student performance by: Actively soliciting feedback and help from all key stakeholders; Acting upon feedback to shape strategic priorities to be aligned to student achievement.	Principal uses feedback to improve student performance by: Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	Principal <u>does not</u> use feedback to improve student performance by: Regularly avoiding or devaluing feedback; Rarely or never applying feedback to shape priorities.

		are kept informed of actions taken based on that feedback.			
2.1.4	Initiative and persistence	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Exceeding typical expectations to accomplish ambitious goals; Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.	Principal displays initiative and persistence by: Consistently achieving expected goals; Taking on voluntary responsibilities that contribute to school success; Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	Principal displays initiative and persistence by: Achieving most, but not all expected goals; Occasionally taking on additional, voluntary responsibilities that contribute to school success; Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	Principal <u>does not</u> display initiative and persistence by: Rarely or never achieving expected goals; Rarely or never taking on additional, voluntary responsibilities that contribute to school success; Rarely or never taking risks to support students in achieving results; Never seeking out potential partnerships.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	Culture of urgency	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	Principal creates an organizational culture of urgency by: Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; Leading a relentless pursuit of these expectations.	Principal creates an organizational culture of urgency by: Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; Occasionally leading a pursuit of these expectations.	Principal <u>does not</u> create an organizational culture of urgency by: Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	Communication	At Level 4, a principal fulfills the criteria for Level 3 and additionally: To the extent possible, messaging key concepts in real time; Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	Principal skillfully and clearly communicates by: Messaging key concepts, such as the school's goals, needs, plans, success, and failures; Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	Principal skillfully and clearly communicates by: Messaging most, but not all, key concepts; Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; Utilizing a limited number of means and approaches to communication.	Principal <u>does not</u> skillfully and clearly communicate by: Rarely or never messaging key concepts; Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.

2.2.3	Forging consensus for change and improvement	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Guides others through change and addresses resistance to that change; Monitors the success of strategies and revises based on strengths and weaknesses; Creates cultural changes that reflect and support building a consensus for change.	Principal creates a consensus for change and improvement by: Using effective strategies to work toward a consensus for change and improvement; Systematically managing and monitoring change processes; Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	Principal creates a consensus for change and improvement by: Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; Managing change and improvement processes without building systems and allies necessary to support the process; Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	Principal <u>does not</u> create a consensus for change and improvement by: Failing to identify areas in which agreement and/or consensus is necessary; Rarely or never managing or developing a process for change and/or improvement; Rarely or never seeking out feedback or securing cooperation - making unilateral, arbitrary decisions.
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.3 Culture of Achievement					
2.3.1	High expectations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; Benchmarking expectations to the performance of the state’s highest performing schools; Creating systems and approaches to monitor the level of academic and behavior expectations; Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	Principal creates and supports high academic and behavior expectations by: Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; Empowering students to set high and demanding expectations for themselves; Ensuring that students are consistently learning, respectful, and on task; Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	Principal creates and supports high academic and behavioral expectations by: Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	Principal <u>does not</u> create or support high academic and behavior expectations by: Accepting poor academic performance and/or student behavior; Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	Academic rigor	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	Principal establishes academic rigor by: Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	Principal establishes academic rigor by: Creating academic goals that are nearing the rigor required to meet the school’s academic goals; Creating academic goals but occasionally deviates from these goals in the face of adversity.	Principal <u>has not</u> established academic rigor by: Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; Consistently sets and abandons ambitious academic goals.
2.3.3	Data usage in teams	At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal utilizes data by:	Principal utilizes data by:	Principal <u>does not</u> utilize data by:



		<p>Data used as basis of decision making is transparent and communicated to all stakeholders;</p> <p>Monitoring the use of data in formulating action plans to identify areas where additional data is needed.</p>	<p>Orchestrating frequent and timely team collaboration for data analysis;</p> <p>Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</p>	<p>Occasionally supporting and/or orchestrating team collaboration for data analysis;</p> <p>Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.</p>	<p>Rarely or never organizing efforts to analyze data;</p> <p>Rarely or never applying data analysis to develop action plans.</p>
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# Tell City – Troy Township School Corporation

## Superintendent Evaluation Plan 2021



Preparation for the superintendent evaluation should be an ongoing activity, beginning at the start of the evaluation period and concluding at the formal evaluation. The superintendent shall be evaluated yearly, and receive a rating of highly effective, effective, improvement necessary, or ineffective. The superintendent will develop goals (20%), be evaluated using the SER (70%), and have (10%) of the school accountability grade for purposes of the evaluation.

The superintendent should communicate with his or her board prior to the beginning of the evaluation period. First, performance goals and/or objectives must be identified for the evaluation period. A minimum of two goals and/or objectives are recommended during each evaluation cycle along with the criteria upon which the board can objectively ascertain performance progress. Secondly, the superintendent and school board must determine the weight of each of the three evaluation performance areas, the rubric, goals and/or objectives, and corporation grade rank.

Each of the six categories has between two and six indicators that describe a specific performance to be evaluated. Next to each indicator, there are four performance descriptions: Highly Effective, Effective, Improvement Necessary, and Ineffective, which describe varying levels of performance.

After performance objectives have been identified, the superintendent should draft a set of goals to meet those objectives. The superintendent may incorporate actions steps that include scheduled feedback to the board at regular intervals throughout the year. Objectives and/or goals are the primary ingredient in the evaluation process.

The process recommends a minimum of two goals and/or objectives per evaluation cycle, but the number may exceed two.

The SER, Accountability Grade, and goal and/or objective is evaluated as Highly Effective, (exceeding its target), Effective, (met its target), Needs Improvement, (met a portion of its target), Ineffective, (failed to meet its target), after which it is scored based on a scale of 1- 4, with 4= Highly Effective, 3= meeting all targets, perhaps exceeding in some, 2= meeting half of the targets, and 1= meeting less than half of the targets. The final score (1-4) is placed in the appropriate box on the scoring sheet provided by IASB.

Corporation Accountability Grade the accountability grade is the overall corporation's overall grade in English and Math achievement as assigned by the IDOE. This grade appears as an "A" through "F" and each grade has a corresponding point value. These point values identify a corporation's overall grade, A – F and these points are available from the IDOE in August of each year for the previous year's progress.

The following are the steps to be included in the evaluation timeline:

1. The board and superintendent meet at the beginning of the evaluation period to establish the process percentages for the evaluation instrument, the corporation accountability grade, and the superintendent's goals and/or objectives. The combined total must equal 100%, but the percentages of each are to be determined locally between the school board and the superintendent.
2. The board president provides each member with a rubric score sheet. The superintendent delivers his or her performance portfolio to the board for their reference in completing the rubric score sheet.
3. The board president inputs the information into the General Data worksheet of the Excel Process Analysis Workbook. The board president collects the individual members' rubric score sheets and inputs their results into the Indicator Summary and Supt. Goals and Objectives worksheets in the Excel Process Analysis Workbook.
4. The board president inputs the school corporation's accountability grade into the Accountability Grade worksheet in the Excel Process Analysis Workbook.
5. The board president prints the Evaluation Summary worksheet of the Excel Process Analysis Workbook. All board members sign the completed assessment.
6. The superintendent is presented with the evaluation summary a minimum of one week prior to the evaluation meeting with the school board.
7. The board and superintendent meet in executive session (if desired) to provide clarification or ask any questions regarding the superintendent's performance. A copy of the evaluation is placed in the superintendent's file.

The Superintendents summative evaluation will be based on: SER(70%) + Accountability Grade (10%) + Goals (20%)

The final rating will be determined using the below scale:

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.

# Tell City – Troy Township School Corporation

## Superintendent Evaluation Rubric

2021



Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.</b>					
1.1	<b>The superintendent effectively recruits, hires, assigns, and retains school leaders.</b>	<p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent routinely considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	<b>The superintendent creates a professional development system for school leaders based on strengths and needs.</b>	<p>The superintendent has in place a system of professional development that is based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to provide professional development to meet the needs of individual administrators.</p>	<p>The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs.</p>
1.3	<b>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</b>	<p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p> <p>Administrators throughout the corporation refer to the superintendent as a mentor.</p>	<p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.</p>	<p>The superintendent has provided some training to an emerging school leader.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.</b>					
2.1	<b>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</b>	<p>The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis.</p> <p>The superintendent systematically examines data to find strengths and weaknesses.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data analysis is regularly the subject of faculty meetings and professional development sessions.</p>	The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data.	The superintendent does not utilize data to make decisions.
2.2	<b>The superintendent demonstrates evidence of student improvement through student achievement results.</b>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each sub group.</p> <p>Data analysis from prior years indicates that the superintendent has focused on improving performance. The superintendent aggressively establishes continuous growth standards moving performance to the exemplary level.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each sub group of students.</p>	Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.	<p>The superintendent takes no responsibility for the data outcomes.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to improve student achievement.</p>



Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.	The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.</b>					
3.1	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2	The superintendent organizes time and prioritizes tasks for effective leadership.	<p>The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation.</p> <p>The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.</p>	<p>The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels.</p> <p>Most tasks are managed and completed by the superintendent on a timely basis.</p>	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	<p>Tasks are managed in a haphazard fashion.</p> <p>There is little or no evidence of established or achieved milestones or deadlines.</p>



Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.</b>					
4.1	<b>The superintendent actively engages in communication with parents and community.</b>	<p>There is clear evidence of communication with parents and the community.</p> <p>Survey data is utilized to measure parents and community members viewpoints of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.</p>	<p>There is some evidence of communication with parents and the community.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships.</p> <p>The superintendent assumes leadership roles in community organizations.</p>	<p>School/community communications are not initiated by the superintendent.</p> <p>The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships.</p> <p>The superintendent occasionally participates in community organizations but does not become actively involved.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that parent and community activities are conducted.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
4.2	<b>The superintendent forges consensus for change and improvement throughout the school corporation.</b>	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>The superintendent guides others through change and addresses resistance to that change.</p> <p>The superintendent systemically monitors, implements and sustains the strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>The superintendent directs change and improvement processes securing the allies necessary to support the change effort. .</p> <p>The superintendent monitors, implements and sustains the strategies for change.</p> <p>.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Areas of change that are identified as needing consensus has yet to implement a process for change and improvement.</p> <p>Strategies for change are not implemented and unsuccessful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues.	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.</p>	<p>The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.</p>	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.	The superintendent fails to resolve conflicts or forge consensus within the school community.
4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	The superintendent communicates with all school members routinely, using a variety of methods.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members only on an emergency basis.	The superintendent has minimal communication with the school board outside of meetings.
4.5	The superintendent encourages open communication and dialogue with school board members.	<p>The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.
4.6	The superintendent provides the school board with a written agenda and background material before each board meeting.	<p>The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals.</p> <p>Complete and thorough background material is provided so that the board can make an informed decision.</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals.</p> <p>Adequate background material is provided to allow the board to make an informed decision.</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals.</p> <p>Limited background material is provided.</p>	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.</b>					
5.1	<b>The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student.</b>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data.</p>	<p>The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>Limited data sources are used to develop goals which are not focused or measurable.</p> <p>Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data..</p>	<p>The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>No data sources are used to develop goals.</p> <p>The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.</p>
5.2	<b>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p> <p>These rigorous academic goals are shared throughout the school community through multiple communication systems.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation's programs.</p> <p>Approved goals by the board are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities.</p> <p>There are some goals established but none that were approved by the board.</p>	<p>The superintendent has no goals and no school improvement priorities established for the corporation.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home.	The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	The superintendent does not set expectations or provide resources for administrators to regularly communicate with families on ways to facilitate their children's learning at school and home.



Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.					
6.1	<p>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p>	<p>Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions.</p> <p>Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from various sources are referenced in all decisions.</p> <p>Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced</p>	<p>A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from limited sources are referenced in some decisions.</p> <p>Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Data is rarely used for decisions.</p> <p>Most decisions are made based on personal viewpoints or what is popular at the time.</p>
6.2	<p>The superintendent demonstrates personal proficiency in technology implementation and utilization.</p>	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent consistently utilizes technology within his/her daily responsibilities.</p> <p>The superintendent demonstrates effort toward serving as a model for technology implementation.</p>	<p>The superintendent occasionally utilizes technology within his/her daily responsibilities.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>	<p>The superintendent has limited use of technology within his/her daily responsibilities.</p> <p>The superintendent does not serve as a model for technology implementation.</p>
6.3	<p>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</p>	<p>The superintendent ensures there are updated procedures in place to address the safety of students and staff.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff.</p> <p>The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Periodic reviews of these procedures are in place.</p>	<p>The superintendent has minimal procedures in place to address the safety of students and staff.</p> <p>The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>There are occasional, unscheduled reviews of these procedures.</p>	<p>The superintendent has no procedures in place to address the safety of students and staff.</p> <p>The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4	<b>The superintendent provides responsible fiscal stewardship.</b>	<p>The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities.</p> <p>Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	<p>The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities.</p> <p>Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.</p>	<p>The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities.</p> <p>Minimal data is produced to support reallocated resources.</p>	<p>The superintendent does not demonstrate sound, fiscal stewardship.</p>
6.5	<b>The superintendent demonstrates compliance with legal requirements.</b>	<p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>	<p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.</p>	<p>The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.</p>	<p>The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.</p>

**BOARD OF SCHOOL TRUSTEES  
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TEACHER APPRECIATION GRANTS

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15th of each year.

Definitions:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

- A. employed in the classroom (including providing instruction in a virtual classroom setting);
- B. rated as Effective or Highly Effective on their most recent performance evaluation; and
- C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

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- A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and
- B. A cash stipend in an amount that is 25% more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

I.C. 20-18-2-22  
 I.C. 20-28-1-7  
 I.C. 20-43-10-3.5

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