NPUSC

New Prairie United School Corporation

Master Teacher Contract

Resource A

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APPENDIX

NEW PRAIRIE UNITED SCHOOL CORPORATION
ARTICLE I

A.   Recognition

The Board of School Trustees of the New Prairie United School Corporation, hereinafter called the **Board**, hereby recognizes the New Prairie Classroom Teachers Association, Indiana State Teachers Association, National Education Association, hereinafter called the **Association**, as the exclusive bargaining representative in the below described unit for bargaining unit members.

The terms **"Board"** and **"Association"** shall include authorized representative officers and agents.

B.   Definition

The term "bargaining unit member" as used in this Agreement shall mean any person who shall have completed the program of teacher education in an institution of higher education, accredited by the Commission on Teacher Training and Licensing of the Indiana State Board of Education or the National Council for Accreditation of Teacher Education, or any person who shall hold the Non-conventional Vocational Certificate and who is employed by the Board under either a Uniform Regular Teacher's Contract, Temporary Contract, or a Supplemental Service Teacher's Contract, except the following who are excluded from the negotiation unit; Superintendent, Assistant Superintendents, Principals, Assistant Principals, Administrative Assistants, Athletic Directors, Curriculum Directors, and other specific exclusions as determined by the Indiana Education Employment Relations Board under its rules.

C.   Negotiations Procedures

It is acknowledged that during negotiations which resulted in this agreement, the parties had the unlimited right and opportunity to make demands and proposals with respect to all proper subjects of collective bargaining. Therefore, for the life of this agreement, the parties agree that neither party shall be obligated to bargain collectively with respect to any subject or matter not specifically referred to or covered in this agreement.

The parties mutually agree that the terms and conditions set forth in this contract represent the full and complete understanding and commitment between the parties hereto which may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in an amendment hereto.

Any individual contract between the Board and any individual bargaining unit member shall be expressly subject to the terms and conditions of this contract or successor contracts.

Copies of the contract shall be distributed by the Board within thirty (30) days after the contract is signed and presented to all bargaining unit members or hereafter employed.

The parties agree that the Association, its agents, and members of the bargaining unit shall not engage in any strike against the Board for the duration of this Agreement.

D.   Terms

Any article, section or clause declared illegal by a court of competent jurisdiction shall be deleted from this contractual agreement. All remaining articles, sections and clauses will remain in full force and effect for the duration of the agreement.

E.   Effective Date

This agreement will be effective as of July 1, 2018, and continue in effect through June 30, 2019. Amendments to the agreement will be subject to respective Association and Board ratification procedures.

ARTICLE 2
PERSONNEL
LEAVES/ABSENCES

A. **Personal Illness**

Section 1.   Each bargaining unit member shall be entitled to ten (10) illness days each school year which may be used for personal or family illness. Unused days may accumulate up to a total of two hundred five (205) days.

Section 2.   Bargaining unit members new to the New Prairie United School Corporation may have sick leave days transferred from their preceding school corporation at a rate of three (3) days per year.

Section 3.   Bargaining unit members employed for summer and evening school will be entitled to the following leave allotments:

      A.   Three (3) – six (6) week session = 1 day
      B.   Eight (8) – sixteen (16) week session = 2 days

      *Unused leave days will be credited to bargaining unit member sick leave accumulation.

Section 4.   Sick Leave Bank-The primary purpose of the Sick Leave Bank is to provide teachers with more sick leave days in addition to those provided/accumulated through normal sick leave policy in the event of a personal and serious health condition.

      A.   Eligibility

          1.   Any member of the bargaining unit is eligible to participate in the Bank.

          2.   A contribution of one (1) sick leave day is required to join the Bank.

               A minimum of one day will be required from each member when the total number of days in the Bank falls below two hundred (200). Members may voluntarily donate additional days at that time. Members will be notified by the Central Office of the additional assessment.

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3.   Newly contracted teachers may join the Sick Leave Bank at the time they are employed. All other teachers who are not members of the Bank may join during the enrollment period from May 1 to the last day of school each year. Joining the Sick Leave Bank requires a one-time sick day contribution from the member.

4.   Sick leave days donated to the Bank are considered a permanent donation to the Bank.

B.   Family Illness

Family Illness days may be used for serious health condition of members of the immediate family, or the care of an ill or injured member of the immediate family. Immediate family means husband, wife, mother, father, brother, sister, son, daughter, stepchildren, mother-in-law, father-in-law, son-in-law, daughter-in-law, and/or any other dependent persons residing in the bargaining unit member's home. The superintendent may grant additional time upon written request, up to a total of five (5) additional days if conditions are such that a hardship exists. These days would be deducted from accumulated sick leave of the bargaining unit member.

C.   Personal Business

Each bargaining unit member shall be entitled to four (4) days each year for the transaction of personal business without loss of pay. Personal business days requested immediately preceding or after Fall Break, Thanksgiving, Winter Recess, Good Friday immediately preceding Spring Recess, and Spring recess, for the purpose of extending a vacation shall be charged at the rate of two (2) days for every one (1) used. Personal business days requested on Flex Days and Parent Teacher Conferences will also be charged at a rate of two (2) days for every one (1) used. Personal business days may be taken in half-day units. Any unused personal business days shall be credited to the bargaining unit member's sick leave accumulation or redeemed for substitute daily rate of pay. The Fall Break, Flex Day, and Parent Teacher Conference 2 for 1 personal day charge will take effect upon the date of NPUSC board contract approval.

Application for such personal leave shall be made on the prescribed form as soon as possible and at least twenty-four (24) hours before taking such leave (except in case of emergency). "Personal business" shall be sufficient reason for such request except for days immediately preceding or after the vacation periods listed above. No personal business leave shall be granted for participation in work stoppage.

D. Bereavement Leave

Section 1. In case of death in the immediate family, a bargaining unit member is entitled to be absent without loss of compensation for a period of not more than five (5) work days. Immediate family shall include father, mother, brother, sister, husband, wife, child, mother-in-law, father-in-law, son-in-law, daughter-in-law, stepchild, stepfather, stepmother or any relative who at the time of death is living in the household of the bargaining unit member. A bargaining unit member may use one sick day for a non-family member or family member whose relationship is not listed above.

Section 2. A bargaining unit member is automatically entitled to be absent for one (1) day in the case of death of a grandparent or grandparent of spouse, grandchild, uncle, aunt, first cousin, niece, nephew, brother-in –law and sister-in-law. The superintendent may grant additional time, upon written request, up to a total of five (5) days if conditions are such that a hardship exists. These additional days would be deducted from the accumulated sick leave of the bargaining unit member.

Section 3. A teacher otherwise entitled to bereavement leave under Section 1 or under Section 2 above and who has available sick leave, may, at his/her option, take one (1) additional day of bereavement leave. Such additional leave will be charged against such teacher's sick leave and will reduce the allowable hardship leave provided for in Section 2 above to a maximum of four (4) additional days. Any teacher electing this option shall, as a condition precedent to receiving such leave, provide advance notification to the Superintendent in accordance with the School Corporation's then existing policy governing notification for sick days(s) off.

E. Professional Leaves

Section 1. Professional leave days shall be granted by the superintendent with no loss of salary.

F. Court Appearance/Jury Duty/Administrative Hearing

The Board shall pay the bargaining unit member's full salary for court appearance, jury duty, administrative hearing; and the bargaining unit member shall turn in his/her court appearance, jury duty, administrative hearing pay to the Board/Administrator.

G. __Maternity/Paternity/Adoption/Child Rearing Leave__

    1.   __Paid Leaves__

        a.   Maternity

            (1)   Temporary disability caused by pregnancy or recovery there from entitles the bargaining unit member to use sick leave for the period of disability.

            (2)   For the period of disability, if sick leave is unavailable or the bargaining unit member chooses not to use such leave, she shall be entitled to an unpaid leave of absence for all or any part of that period.

            (3)   Such leave requires thirty (30) day prior notification to the superintendent unless medical necessity prevents the full 30 day notice.

        b.   Paternity

        When a child is born to the spouse of a bargaining unit member, he/she shall be granted the use of three (3) days of accumulated sick leave.

        c.   Adoption

        Refer to FML guideline for leave eligibility.

H.   For any applicable extended leaves involving the following conditions refer to Family Medical Leave Act Guidelines.

        1.   The birth of a child and to care for the newborn child within one year of birth;

        2.   The placement with the employee of a child for adoption or foster care and to care for newly placed child within one year of placement;

        3.   To care for the employee's spouse, child, or parent who has a serious health condition;

        4.   A serious health condition that makes the employee unable to perform the essential functions of his or her job;

        5.   Any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty,"

ARTICLE 3
SALARIES

A. <u>Compensation Model</u>

The Board of Trustees agrees to compensate bargaining unit members in accordance to the adopted compensation model referred to in Appendix "A".

B. <u>Extra Pay/Special Services</u>

Salary differentials, other than those listed in Appendix "A" shall be found in Appendix "B". Appendix "B" is the salary schedule for co-curricular academics and extra-curricular activities for the school year 2018-2019, which is incorporated into this Agreement the same as set forth fully herein. Any reference to the number of positions contained in Appendix "B" was not bargained and has been included in the agreement for informational purposes only.

C. <u>Supplemental Contracts</u>

All summer school bargaining unit members who teach state reimbursed summer school classes, except driver education teachers or those positions paid on the extra-curricular, co-curricular schedules referenced in Appendix "B", shall be issued a Supplemental Service Teachers' Contract. The hourly salary of a bargaining unit member who serves on a Supplemental Service Teacher's Contract shall be calculated by dividing the individual's base salary amount by 1255.

D. <u>Additional Compensation</u>

The board will cover the full cost of required Expanded Criminal Background Checks and Child Protection Index searches per state requirements (IC-20-26-5-10) once per five years. Newly hired NPUSC employees will pay the cost of their initial Expanded Criminal Background and Child Protection Index as a term of initial employment. Refer to Appendix "A" for compensation for additional non-contracted duties.

E. <u>VEBA Account</u>

For school year 2018-2019, the Board will contribute an amount equal to 1% of the participating teacher's salary as reflected in Appendix "A" to a VEBA account to be established on behalf of such teacher. The Board and Association will confer and agree upon the vendor(s) to be used for such accounts with the understanding that no administrative costs for such accounts will be paid by the Board. This 1% contribution will continue for each school year after 2018-2019 unless and until changed by agreement of the parties.

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ARTICLE 4
INSURANCE

A.   Health Insurance

The Board shall provide a health insurance program for bargaining unit members. The Board shall contribute annually a sum of money toward the payment of insurance premiums.

The Board will contribute 80% of the Preferred Provider Option or Health Maintenance Organization (HMO) (as provided by the MASE Trust) coverage for single and family participants. The Board will contribute 85% of the Preferred Provider Option or Health Maintenance Organization (as provided by the MASE Trust) for joint participants.

Retired bargaining unit members over the age of fifty-five (55) years shall have the option of continuing this coverage after retirement at their expense until they qualify for Medicare or reach the age of sixty-five (65).

B.   Term Insurance

The Board shall provide to each bargaining unit member group term life insurance coverage with a face value of Fifty Thousand and 00/100 Dollars ($50,000.00). The policy shall have a double indemnity provision for accidental death or dismemberment. The Board shall pay the full premium cost with the exception of $1.00 which will be charged to the bargaining unit member in the first pay of the calendar year. Teachers retiring from NPUSC after July 1, 2017, who are 55-64 years of age with 20 years of experience in education and at least 10 years of service in NPUSC immediately before retirement will be eligible to continue the Term Insurance policy at $50,000 in face value (double indemnity provision above applies). The Board will pay the cost of the premium for teachers meeting the criteria listed here. This benefit will discontinue at the end of the month in which a qualifying member reaches the age of 65.

C.   Long Term Disability

The Board shall provide to each bargaining unit member long-term disability insurance coverage. The board shall pay the full premium cost. Benefits under the plan shall be equal to sixty-six and two-thirds percent (66 2/3%) of the bargaining unit member's base salary in effect at the time of disability, with an elimination period of ninety (90) days.

D.   Section 125 Benefits

The Board shall offer a Section 125 flexible benefits plan for all bargaining unit members.

E.   Carrier

The carrier or specifications shall not be changed without mutual agreement and consent of the Board and Association.

ARTICLE 5
GRIEVANCE PROCEDURE

A. Definitions

1. A "Grievance" is a claim by one or more bargaining unit members of a violation, a misapplication, or a misinterpretation of this Contract.

2. The term "bargaining unit member" includes any individual or group of individuals within the bargaining unit.

3. The term "day" when used in this Article shall be a school teaching day. During the summer recess, the term shall mean a weekday.

4. The term "immediate supervisor" as used in this Article shall include those persons that may be designated by the employer to handle grievances on behalf of the employer, and shall not be limited to the immediate supervisor.

5. (a) A general grievance is a disagreement over matters affecting the bargaining unit member body under the supervision of more than one principal. Such grievance will be submitted at Level II of the procedure.

   (b) A grievance affecting a group of bargaining unit members may be processed in the name of one person, listing all other persons, providing the Association shall provide notices to all of such persons that said grievance is being processed and that any person desiring to not be included in such grievance may provide within three (3) days a notice to the Board of such intent not to be included by such grievance. Any person not included in such grievance shall waive any further rights that such person might otherwise have to file a grievance on the same subject matter.

6. The grievance procedure cannot be used for teacher dismissals.

B. Intent

The purpose of this grievance procedure is to settle equitably, at the lowest possible administrative level, issues which may arise from time to time with respect to specific claims of violation, misapplication or misinterpretation of the provisions of this Agreement. The parties agree that these proceedings shall be kept as confidential as may be appropriate at each level of the procedure.

C. Individual Rights

Nothing contained herein shall be construed to prevent any individual bargaining unit member from presenting a grievance and having the grievance adjusted if the adjustment is not inconsistent with the terms of this Contract and the Association has been given an opportunity to be present at such hearing.

D. Procedures

The number of days indicated at each level shall be considered as maximum and both parties shall make reasonable efforts to expedite the process when they deem appropriate. The time limits may be extended by mutual consent in writing by authorized representatives of each party. Failure of the administration to hear a grievance or render a decision within the time limits established in this procedure will move the grievance automatically to the next level of the procedure.

(1) Informal – In the event an aggrieved bargaining unit member believes there is a basis for a grievance, the aggrieved bargaining unit member shall discuss with the immediate supervisor the alleged violation within thirty (30) calendar days following the occurrence giving rise to the grievance. The bargaining unit member may request the presence of the Association faculty representative from the bargaining unit member's building or within the corporation at this discussion. In the event the alleged violation involves more than one building principal, the matter shall be discussed with all building principals concerned.

(2) Formal – If after the discussion with the immediate supervisor the aggrieved bargaining unit member feels a grievance still exists, then the following grievance steps may be taken.

Step I – Immediate Supervisor

The aggrieved bargaining unit member must within ten (10) working days of the informal meeting submit to the immediate supervisor a completed Grievance Report Form which form is set forth in Appendix "C" and which sets forth the article and section of the contract agreement which are alleged to be violated. It shall be the responsibility of the grievant(s) to notify the Association representative of the grievance. Within ten (10) school days of receipt of the Grievance Report Form, the immediate supervisor or his/her designee shall meet with the grievant and the Association representative in an effort to resolve the grievance. The immediate supervisor shall indicate the disposition of the grievance within ten (10) school days after such meeting by completing Step 1 of the Grievance Report Form and returning it to the teachers. Copies of this form showing the dates(s) of the occurrence and provisions of the contract allegedly violated, and the relief sought shall be forwarded to the Association representative and the superintendent and/or designated representative.

Step II – Superintendent

Within ten (10) school days after receiving the decision of the immediate supervisor, or if the immediate supervisor has made no disposition of the case within the time allotted in Step I, the grievant(s) may appeal the decision to the superintendent and/or designated representative. The appeal shall be on the properly prescribed form and must be accompanied by a copy of the decision at Step I. Within ten (10) school days, the superintendent and/or designated representative shall meet with the grievant(s) and the Association representative. Within ten (10) school days of the meeting, the superintendent and/or designated representative shall indicate in writing on the proper form the disposition of the grievance. A copy of this decision shall be forwarded to the grievant(s), the Association and the supervisor. A settlement at either Step I or Step II with the grievant or the Association shall bind both the Association and the grievant.

Step III – Arbitration

If the grievant(s) and the Association are dissatisfied with the decision at Level II, or if no decision has been rendered with ten (10) school days, the Association shall have the right within the next ten (10) school days to request arbitration according to the voluntary labor arbitration rules of the American Arbitration Association or the Federal Mediation and Conciliation Service (FMCS). The parties may agree to follow the rules of expedited arbitration.

The arbitrator shall as soon as possible after the appointment hold hearings as necessary, and provide adequate opportunity to all parties to testify fully on and present evidence regarding respective positions. Every effort shall be made to avoid interfering with instructional time. The standard rules and regulations of the American Arbitration Association will govern the proceedings. Arbitration hearings shall be conducted at a time and place which will afford fair and reasonable opportunity for all parties to be present.
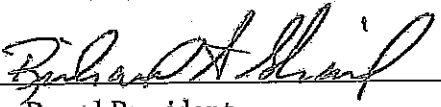
The decision of the arbitrator shall be limited specifically to interpretation of the existing language in this Agreement and the arbitrator shall not have the power to amend, delete, add to or change any of the terms of this Agreement in any way or to impair any of the rights of the Board not surrendered in this Agreement, either directly or indirectly, nor shall the arbitrator have the power to substitute his/her discretion for that of the Board, nor shall the arbitrator have the power to rule on any contract articles or sections of this Agreement not alleged to have been violated in the grievance form filed in Step I of the grievance procedure.
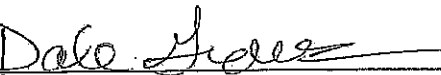
The arbitrator shall render a decision in writing to both parties within thirty (30) calendar days after the conclusion of the hearing and/or the filing of final briefs or amended by both parties to extend the deadline. The award of the arbitrator shall be final and binding upon the Board, the Association, and the grievant(s) except where the decision may violate state and/or federal statute. The expenses of the arbitrator including the cost of the court reporter shall be borne equally by the Board and the Association.

Step III does not apply to teacher discipline and dismissal.

This agreement is so attested to by the parties whose signatures appear below.

NEW PRAIRIE UNITED SCHOOL CORPORATION

BY: _____
     Board President

BY: _____
     Board Secretary

Date of NPUSC Board Approval: __11/5/2018_____

NEW PRAIRIE CLASSROOM TEACHERS ASSOCIATION

BY: _____
     President

BY: _____
     NPCTA Negotiator

Date of NPCTA Contract Ratification: __11/1/2018__

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Appendix A: New Prairie United School Corporation Compensation Model

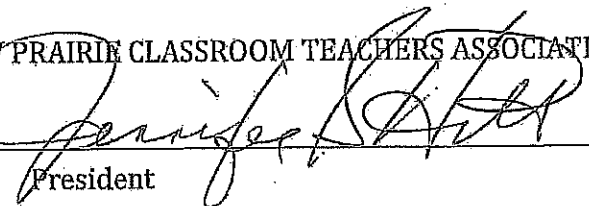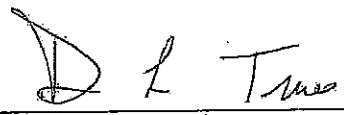The New Prairie United School Corporation (NPUSC) Compensation Model is designed to award high performing teachers with additional compensation. Only teachers who are designated as highly effective or effective will be eligible to receive awards, stipends, and base salary increases. A teacher must have received a complete evaluation defined as two observations with a minimum of one observation during the 2018-2019 school year. A lack of an evaluation or an incomplete evaluation (unless due to the sole action or lack of action on the part of NPUSC administration) will result in the teacher receiving no increase for that respective school year. This teacher will remain at the previous year's salary.

Teachers who have been subject to Reduction in Force or have retired may earn the designated stipend (if negotiated in the collective bargaining agreement) for that respective school year as long as their evaluation was highly effective or effective. Teachers who voluntarily leave the corporation are ineligible for any increase.

The NPUSC Compensation Model recognizes highly effective and effective teachers in the following categories with an increase to the base salary:

-Experience

-Evaluation

The NPUSC Compensation Model recognizes highly effective and effective teachers in the following categories with the payment of a one-time stipend:

-Academic Needs

Definitions of Academic Needs Categories

Academic Needs #1   Enhanced Professional Credentials $300 one time stipend

Enhanced Professional Credentials is the obtaining of the identified credential, training, or license that will allow the teacher to be assigned to enhanced and or different duties in the corporation. In order to receive the stipend, the teacher must notify the NPUSC Superintendent and acquire the credential by June 30 of the current calendar year. A Teacher will not be eligible for more than one category in any given school year and will only be eligible upon completion. The teacher will not be eligible for an academic needs stipend if the teacher is paid by NPUSC to attend the qualifying training. The stipend is limited to the following credentials:

-Advanced Placement and Pre-Advanced Placement Endorsement
-Gifted and Talented Credential
-National Board Certification
-English as a Second Language Certification
-Dual Credit if not compensated by the University or College

Academic Needs #2   Enhanced Professional Credentials Weight $300 one time stipend

Enhanced professional credentials is defined as any additional licensing, certification, or training attained by the teacher beyond the requirements for employment that enables the teacher to offer additional instruction to New Prairie students. In order to earn the stipend, the credential must be preapproved by the superintendent. Eligible content areas are any content area (as defined by IDOE) in which the teacher currently teaches or any other content area approved by the superintendent. For the payment of the stipend in December (for those teachers employed on January 1 and still employed on the Board ratification date with the exception of those teachers who retired at the end of the respective school year or were subject to Reduction in Force) the pre-approval process will be waived, but the superintendent will still maintain final approval.

Academic Needs #3   Enhanced Professional Credentials Weight $400 stipend per course

Any teacher completing a master's level course that was needed to maintain Dual Credit credentialing from July 1, 2018 to June 30, 2019 will be eligible to earn a one-time $400 stipend per course completed to maintain Dual Credit Licensing. Transcripts showing completion of the course to earn Dual Credit Status will be submitted to the Superintendent for approval of the stipend. This benefit will end June 30, 2019.

Weights for Base Increase

Experience-Employed by NPUSC for at least 120 school days in the prior school year	30%
Highly Effective/Effective Evaluation Rating	70%

No more than 30% has been assigned to experience. The amount for base increases will be applied to all eligible teachers who receive an effective or highly effective rating, as well as any other teacher who is eligible to receive an increase under the terms of I.C. 20-28-9-1.5(d), and have been employed by the corporation on January 1 and still employed as of the Board approval date with the exception of teachers subject to Reduction in Force. That figure will be added to the current base salary of the respective teacher.

For the 2018-2019 school year (July 1, 2018 thru June 30, 2019), the amount available for raises to the base pay is $1,500 per eligible teacher from the General/Education Fund; and the applicable costs for FICA and the Teachers' Retirement Fund Contributions will be paid by New Prairie United School Corporation.

Additional Compensation for Ancillary Duties

Tutoring/Remediation/Enrichment	$20.00 per hour
After School and/or Enrichment and Remediation Programs	$20.00 or $25.00 per hour Depending on Funding Source
Homebound based on hourly from individual contract Approved after school committees/training	$17.50 per hour
Professional development ½ day and full day	$35.00 and $70.00 respectively

Class Coverage-Compensation will be provided to any bargaining unit member at the rate of 1/1000 of the existing minimum new hire salary if the assignment is induced by the New Prairie United School Corporation and/or needed to provide continuity in the educational program. Classroom coverage induced by the bargaining unit member may not receive this stipend. The added salary would be provided by the paycheck following Board approval.

Extended Contract

Classroom bargaining unit members who are requested and agree to give up planning/preparation period to teach a needed class will be compensated with an extended contract. The value dollar increase will be adjusted to reflect the master schedule requirements of the particular school building. For example: If the normal number of classes a bargaining unit member teacher is six (6), the compensation will be an additional 1/6 of the regular bargaining unit member's contract divided equally on the paycheck.

New Hire Salary and Current Salary Range

The minimum starting salary for a first year new hire will be $36,000

All other new hires will be placed by the superintendent on a traditional step and lane system and has columns for Bachelors & Masters. This scale is used only for the placement and only once for each new teacher hired.

Years of Experience	Bachelor's Degree	Master's Degree
0	36000	38000
1	36600	38800
2	37200	39600
3	37800	40400
4	38400	41200
5	39000	42000
6	39600	42800
7	40200	43600
8	40800	44400
9	41400	45200
10	42000	46000
11	42600	46800
12	43200	47600
13	43800	48400
14	44400	49200
15	45000	50000
16	45600	50800
17	46200	51600
18	46800	52400
19	47400	53200
20	48000	54000

The superintendent retains the right to determine salaries for difficult to fill positions per language below.

For the 2018-2019 school year (July 1, 2018 thru June 30, 2019), the superintendent retains the right to determine salaries for difficult to fill positions as long as it does not exceed the highest salary of any current bargaining unit member in the department in which the new hire is placed.

If the superintendent uses his/her discretion to adjust a salary for a difficult to fill position, the Association will be notified.

2017-2018 School Year (July 1, 2017 to June 30, 2018) Base Salary Range of Existing Certified Teaching Staff: $35,000 - $65,804.77.

Amount of raise to the Base Salary for Eligible Certified Staff for the 2018-2019 School Year: $1500.

2018-2019 School Year (July 1, 2018 – June 30, 2019) Current Base Salary Range of Existing Certified Teaching Staff: $36,600-$67,400.

Forms and Procedures

All academic needs activities will need to be documented in written form where both the pre-approval and post-approval of the building administrator and superintendent will be documented. All activities must receive prior approval of the building principal and proof of completion provided to the building principal in order to receive compensation. Documentation for the previous school year will be due no later than June 30, 2019 to the central office. Stipends earned through these activities will be paid within one month of submission and approval.

Increases in base pay will begin upon ratification and adoption by the Board of Trustees and will be retroactive to July 1.

Appendix B: 2018-2019 Extra-Curricular Sponsor and Athletic Coach Compensation

***Number of Positions listed is for informational purposes only			
2018-2019			
School	**Title**	**Number of Positions**	**Stipend**
High School	Art Fair/Competitions	1	502
High School	Assistant Instrumental Director	1	1,575
High School	Audio/Visual Club	1	502
High School	Auxiliary Guard-Dance (Removed POMS)	1	2,184
High School	Dept. Chair Business (based on ≤4)	1	802
High School	Dept. Chair Fine Arts (based on 5-6)	1	994
High School	Dept. Chair World Language (based on 5-6)	1	994
High School	Dept. Chair Lang Arts (based on ≥7)	1	1,184
High School	Dept. Chair P.E./Health (based on ≤4)	1	802
High School	Dept. Chair Math (based on ≥7)	1	1,184
High School	Dept. Chair Practical Arts (based on 5-6)	1	994
High School	Dept. Chair Science (based on ≥7)	1	1,184
High School	Dept. Chair Social Sciences (based on ≥7)	1	1,184
High School	Drama Club	1	2,184
High School	Color Guard	2	1,182 x 2
High School	Percussion Instructor	1	1,182
High School	International Club (French & Spanish)	1	1,003
High School	Freshman Class Sponsor	1	502
High School	FBLA	1	2,184
High School	FFA	1	3,723
High School	Key Club	1	502
High School	Hoosier Academic Super Bowl	1	1,217
High School	Hoosier Spell Bowl	1	250
High School	Hoosier Academic Decathlon	1	1,217
High School	Hoosier Academic Decathlon	1	1,217
High School	HOSA	1	2,184
High School	Instrumental Music Director	1	3,723
High School	Junior Class Sponsor	1	1,325
High School	Letterman Club	1	502
High School	Lunchroom Supervisor	1	2,184
High School	Mock Trial	1	502
High School	National Honor Society	1	680
High School	Pep Band	1	788
High School	Pep Club	1	502
High School	P.L. 221 Chair	1	1,074
High School	Quiz Bowl	1	717
High School	Robotics Team Head Coach	1	2,184
High School	Robotics Team Assistant Coach	1	1,074
High School	RTI Chair	1	1,074
High School	RTI Member Pool	1	1,074
High School	Science Fair	1	502
High School	Senior Class Sponsor	1	680
High School	Sophomore Class Sponsor	1	502
High School	Student Senate	1	2,184
High School	Vocal Music Director	1	3,723
High School	Yearbook Sponsor	1	1,325

School	Title	Number of Positions	Stipend
Middle School	International Club (French & Spanish)	1	502
Middle School	Hoosier Academic Super Bowl	1	1,217
Middle School	Hoosier Spell Bowl	1	250
Middle School	Instrumental Music Director	1	1,719
Middle School	Mathematics Team	1	502
Middle School	Mathematics Club	1	502
Middle School	Middle School Team Leaders	6	550 x 6
Middle School	P.L. 221 Chair	1	1,074
Middle School	RTI Chair	1	1,074
Middle School	RTI Member Pool	1	1,074
Middle School	Science Fair	1	502
Middle School	Spirit Club	1	502
Middle School	Spirit Club	1	502
Middle School	Student Council	1	250
Middle School	Vocal Music Director	1	1,719
Middle School	Yearbook	1	788
Middle School	Robotics	1	788
Middle School	Lunchroom Supervisor	1	2,184
Elementary	Elementary Vocal Director	1	680
Elementary	Elementary Vocal Director	1	680
Elementary	History Fair Competitions OTE	1	250
Elementary	History Fair Competitions RPE	1	250
Elementary	History Fair Competitions PVE	1	250
Elementary	Hoosier Spell Bowl OTE	1	250
Elementary	Hoosier Spell Bowl RPE	1	250
Elementary	Hoosier Spell Bowl PVE	1	250
Elementary	Math Bowl Sponsor OTE	1	250
Elementary	Math Bowl Sponsor RPE	1	250
Elementary	Math Bowl Sponsor PVE	1	250
Elementary	P.L. 221 Chair OTE	1	1,074
Elementary	P.L. 221 Chair RPE	1	1,074
Elementary	P.L. 221 Chair PVE	1	1,074
Elementary	RTI Chair OTE	1	1,074
Elementary	RTI Chair RPE	1	1,074
Elementary	RTI Chair PVE	1	1,074
Elementary	RTI Member Pool OTE	1	1,074
Elementary	RTI Member Pool RPE	1	1,074
Elementary	RTI Member Pool PVE	1	1,074
Elementary	Science Fair OTE	1	502
Elementary	Science Fair RPE	1	502
Elementary	Science Fair PVE	1	502
Elementary	Student Council OTE	1	250
Elementary	Student Council RPE	1	250
Elementary	Student Council PVE	1	250
Elementary	Young Astronauts (One per Elem School)	3	250x3
Elementary	PVE Boys BB	1	1,684
Elementary	OTE Boys BB	1	1,684
Elementary	RPE Boys BB	1	1,684
Elementary	PVE Girls BB	1	1,684
Elementary	OTE Girls BB	1	1,684
Elementary	RPE Girls BB	1	1,684
Elementary	PVE Volleyball	1	1,684
Elementary	OTE Volleyball	1	1,684
Elementary	RPE Volleyball	1	1,684
Elementary	PVE Wrestling	1	1,684

School	Title	Number of Positions	Stipend
Elementary	OTE Wrestling	1	1,684
Elementary	RPE Wrestling	1	1,684
Elementary	Elementary Athletic Supervisor	3	561x3
	*One Supervisor per Elem @ $561 per...		
High School	Baseball Head Coach	1	3,723
High School	Baseball Assistant	1	1,970
High School	Baseball Assistant	1	1,970
High School	Basketball Boys Head Varsity Coach	1	7,020
High School	Basketball Boys Assistant Varsity	1	3,223
High School	Basketball Boys JV Head Coach	1	3,223
High School	Basketball Boys Freshman Coach	1	3,223
High School	Basketball Girls Head Varsity Coach	1	7,020
High School	Basketball Girls Assistant Varsity	1	3,223
High School	Basketball Girls JV Head Coach	1	3,223
High School	Basketball Girls Freshman Coach	1	3,223
High School	Cheerleading	1	2,184
High School	Cross Country Boys	1	3,723
High School	Cross Country Girls	1	3,723
High School	Cross Country Assistant B/G	1	1,970
High School	Football Head Coach	1	7,020
High School	Football Assistant Coach	1	3,223
High School	Football Assistant Coach	1	3,223
High School	Football Assistant Coach	1	3,223
High School	Football Assistant Coach	1	3,223
High School	Football Freshman Coach	1	3,223
High School	Football Freshman Coach	1	3,223
High School	Golf Head Boys Coach	1	2,723
High School	Golf head Girls Coach	1	2,723
High School	Softball Head Coach	1	3,723
High School	Softball Assistant Coach	1	1,970
High School	Softball Assistant Coach	1	1,970
High School	Swimming Boys Head Coach	1	3,723
High School	Swimming Boys Assistant Coach	1	1,970
High School	Swimming Girls Head Coach	1	3,723
High School	Swimming Girls Assistant Coach	1	1,970
High School	Swimming Dive Coach B/G	1	1,970
High School	Tennis Boys Head Coach	1	2,723
High School	Tennis Boys Assistant Coach	1	1,970
High School	Tennis Girls Head Coach	1	2,723
High School	Tennis Girls Assistant Coach	1	1,970
High School	Track Boys Head Coach	1	3,723
High School	Track Boys Assistant Coach	1	1,970
High School	Track Girls Head Coach	1	3,723
High School	Track Girls Assistant Coach	1	1,970
High School	Volleyball Head Coach	1	3,723
High School	Volleyball Assistant Coach	1	1,970
High School	Volleyball Freshman	1	1,970
High School	Wrestling Head Coach	1	3,723
High School	Wrestling Assistant Coach	1	1,970
High School	Wrestling Assistant Coach	1	1,970

School	Title	Number of Positions	Stipend
Middle School	Middle School Athletic Supervisor	1	1,684
Middle School	Boys Basketball Grade 6	1	2,614
Middle School	Boys Basketball Assistant Grade 6	1	1,003
Middle School	Boys Basketball Grade 7	1	2,614
Middle School	Boys Basketball Grade 8	1	2,614
Middle School	Boys Basketball Assistant Grade 7/8	1	1,325
Middle School	Girls Basketball Grade 6	1	2,614
Middle School	Girls Basketball Assistant Grade 6	1	1,003
Middle School	Girls Basketball Grade 7	1	2,614
Middle School	Girls Basketball Grade 8	1	2,614
Middle School	Girls Basketball Assistant Grade 7/8	1	1,325
Middle School	Cheerleading Sponsor	1	1,395
Middle School	Cross Country Head Coach Girls	1	2,149
Middle School	Cross Country Head Coach Boys	1	2,149
Middle School	Football Head Coach	1	2,614
Middle School	Football Assistant Coach	1	2,005
Middle School	Football Assistant Coach	1	2,005
Middle School	Football Assistant Coach	1	2,005
Middle School	Swimming B/G	1	2,149
Middle School	Swimming Assistant B/G	1	1,003
Middle School	Track Head Boys Coach MS	1	2,149
Middle School	Track Head Girls Coach MS	1	2,149
Middle School	Track Assistant Coach Girls MS	1	1,970
Middle School	Track Assistant Coach Boys MS	1	1,970
Middle School	Volleyball Grade 6	1	2,149
Middle School	Volleyball Assistant Grade 6	1	1,003
Middle School	Volleyball Grade 7	1	2,149
Middle School	Volleyball Grade 8	1	2,149
Middle School	Volleyball Assistant Grade 7/8	1	1,003
Middle School	Wrestling Head Coach	1	2,149
Middle School	Wrestling Assistant Coach	1	1,684
Middle School	Wrestling Assistant Coach	1	1,684

GRIEVANCE REPORT FORM

Grievance No._____

<u>Distribution of Form</u>

1. Superintendent
2. Principal
3. Association
4. Teacher

Building_____

Assignment_____

Name of Grievant_____

Date Filed_____

STEP I

A. Date Cause of Grievance Occurred_____

B. 1. Statement of Grievance _____

_____

_____

_____

_____

   2. Relief Sought_____

_____

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_____

_____   _____

Signature   Date

C. Disposition by Principal_____

_____

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_____   _____

Signature   Date

*If additional space is needed in reporting Sections B1 and 2 of STEP I, attach an additional sheet.

GRIEVANCE REPORT FORM

Grievance No._____

Building_____

Assignment_____

Name of Grievant_____

Date Filed_____

STEP II

A. Position of Grievant and /or Association_____

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_____   _____
Signature   Date

B. Date Received by the Superintendent _____

C. Disposition of the Superintendent _____

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_____   _____
Signature   Date

GRIEVANCE REPORT FORM

Grievance No._____

Building_____

Assignment_____

Name of Grievant_____

Date Filed_____

STEP III

A. Position of Grievant and/or Association_____

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| _____ | _____ |
| Signature | Date |

B. Date Received by Board_____

C. Disposition of Board_____

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_____

| _____ | _____ |
| Signature | Date |

GRIEVANCE REPORT FORM

Grievance No._____

Building_____

Assignment_____

Name of Grievant_____

Date Filed_____

STEP IV

A. Position of Grievant and/or Association _____

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_____

_____   _____
Signature   Date

B. Date Submitted to Arbitration_____

C. Disposition and Award of Arbitrator_____

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Signature of Arbitrator

_____
Date of Decision

Appendix D-New Prairie Salary Grid

The following addendum document is a reference *for informational purposes only*. For the 2018-2019 school year, a teacher will move to the grid at the line representing the salary closest but not less than their current salary. This is for placement purposes only.

This reference document is <u>not</u> an obligation, commitment, or "Step & Lane" program to future increased earnings for NPUSC teachers. Any possible future increased earnings for NPUSC teachers will be negotiated at that time with the exclusive representative based on a variety of factors including ADM, new money available for the Education Fund of NPUSC, and other bargained and non-bargained Education & Operations Fund costs for NPUSC. The figures and rows on this reference document may not be changed without the collective, bargained agreement of both the NPUSC Board of Trustees and NPCTA.

Appendix D

Row	Salary	Row	Salary	Row	Salary	Row	Salary	Row	Salary	Row	Salary
0	36,000	44	40,400	88	44,800	132	49,200	176	53,600	220	58,000
1	36,100	45	40,500	89	44,900	133	49,300	177	53,700	221	58,100
2	36,200	46	40,600	90	45,000	134	49,400	178	53,800	222	58,200
3	36,300	47	40,700	91	45,100	135	49,500	179	53,900	223	58,300
4	36,400	48	40,800	92	45,200	136	49,600	180	54,000	224	58,400
5	36,500	49	40,900	93	45,300	137	49,700	181	54,100	225	58,500
6	36,600	50	41,000	94	45,400	138	49,800	182	54,200	226	58,600
7	36,700	51	41,100	95	45,500	139	49,900	183	54,300	227	58,700
8	36,800	52	41,200	96	45,600	140	50,000	184	54,400	228	58,800
9	36,900	53	41,300	97	45,700	141	50,100	185	54,500	229	58,900
10	37,000	54	41,400	98	45,800	142	50,200	186	54,600	230	59,000
11	37,100	55	41,500	99	45,900	143	50,300	187	54,700	231	59,100
12	37,200	56	41,600	100	46,000	144	50,400	188	54,800	232	59,200
13	37,300	57	41,700	101	46,100	145	50,500	189	54,900	233	59,300
14	37,400	58	41,800	102	46,200	146	50,600	190	55,000	234	59,400
15	37,500	59	41,900	103	46,300	147	50,700	191	55,100	235	59,500
16	37,600	60	42,000	104	46,400	148	50,800	192	55,200	236	59,600
17	37,700	61	42,100	105	46,500	149	50,900	193	55,300	237	59,700
18	37,800	62	42,200	106	46,600	150	51,000	194	55,400	238	59,800
19	37,900	63	42,300	107	46,700	151	51,100	195	55,500	239	59,900

Row	Salary	Row	Salary	Row	Salary	Row	Salary	Row	Salary	Row	Salary
20	38,000	64	42,400	108	46,800	152	51,200	196	55,600	240	60,000
21	38,100	65	42,500	109	46,900	153	51,300	197	55,700	241	60,100
22	38,200	66	42,600	110	47,000	154	51,400	198	55,800	242	60,200
23	38,300	67	42,700	111	47,100	155	51,500	199	55,900	243	60,300
24	38,400	68	42,800	112	47,200	156	51,600	200	56,000	244	60,400
25	38,500	69	42,900	113	47,300	157	51,700	201	56,100	245	60,500
26	38,600	70	43,000	114	47,400	158	51,800	202	56,200	246	60,600
27	38,700	71	43,100	115	47,500	159	51,900	203	56,300	247	60,700
28	38,800	72	43,200	116	47,600	160	52,000	204	56,400	248	60,800
29	38,900	73	43,300	117	47,700	161	52,100	205	56,500	249	60,900
30	39,000	74	43,400	118	47,800	162	52,200	206	56,600	250	61,000
31	39,100	75	43,500	119	47,900	163	52,300	207	56,700	251	61,100
32	39,200	76	43,600	120	48,000	164	52,400	208	56,800	252	61,200
33	39,300	77	43,700	121	48,100	165	52,500	209	56,900	253	61,300
34	39,400	78	43,800	122	48,200	166	52,600	210	57,000	254	61,400
35	39,500	79	43,900	123	48,300	167	52,700	211	57,100	255	61,500
36	39,600	80	44,000	124	48,400	168	52,800	212	57,200	256	61,600
37	39,700	81	44,100	125	48,500	169	52,900	213	57,300	257	61,700
38	39,800	82	44,200	126	48,600	170	53,000	214	57,400	258	61,800
39	39,900	83	44,300	127	48,700	171	53,100	215	57,500	259	61,900
40	40,000	84	44,400	128	48,800	172	53,200	216	57,600	260	62,000
41	40,100	85	44,500	129	48,900	173	53,300	217	57,700	261	62,100
42	40,200	86	44,600	130	49,000	174	53,400	218	57,800	262	62,200
43	40,300	87	44,700	131	49,100	175	53,500	219	57,900	263	62,300

Row	Salary	Row	Salary	Row	Salary
264	62,400	309	66,900	354	71,400
265	62,500	310	67,000	355	71,500
266	62,600	311	67,100	356	71,600
267	62,700	312	67,200	357	71,700
268	62,800	313	67,300	358	71,800
269	62,900	314	67,400	359	71,900
270	63,000	315	67,500	360	72,000
271	63,100	316	67,600	361	72,100
272	63,200	317	67,700	362	72,200
273	63,300	318	67,800	363	72,300

274	63,400	319	67,900	364	72,400
275	63,500	320	68,000	365	72,500
276	63,600	321	68,100	366	72,600
277	63,700	322	68,200	367	72,700
278	63,800	323	68,300	368	72,800
279	63,900	324	68,400	369	72,900
280	64,000	325	68,500	370	73,000
281	64,100	326	68,600	371	73,100
282	64,200	327	68,700	372	73,200
283	64,300	328	68,800	373	73,300
284	64,400	329	68,900	374	73,400
285	64,500	330	69,000	375	73,500
286	64,600	331	69,100	376	73,600
287	64,700	332	69,200	377	73,700
288	64,800	333	69,300	378	73,800
289	64,900	334	69,400	379	73,900
290	65,000	335	69,500	380	74,000
291	65,100	336	69,600	381	74,100
292	65,200	337	69,700	382	74,200
293	65,300	338	69,800	383	74,300
294	65,400	339	69,900	384	74,400
295	65,500	340	70,000	385	74,500
296	65,600	341	70,100	386	74,600
297	65,700	342	70,200	387	74,700
298	65,800	343	70,300	388	74,800
299	65,900	344	70,400	389	74,900
300	66,000	345	70,500	390	75,000
301	66,100	346	70,600	391	75,100
302	66,200	347	70,700	392	75,200
303	66,300	348	70,800	393	75,300
304	66,400	349	70,900	394	75,400
305	66,500	350	71,000	395	75,500
306	66,600	351	71,100	396	75,600
307	66,700	352	71,200	397	75,700
308	66,800	353	71,300	398	75,800

The New Prairie United School Corporation

NEW PRAIRIE
UNITED SCHOOL CORPORATION
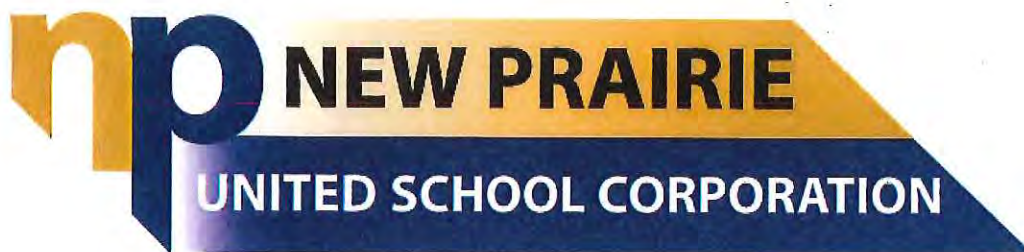
Teacher Growth and Appraisal Process

Resource B

7/2021 version

The New Prairie Teacher Growth and Appraisal Process

Background Information

The New Prairie United School Corporation believes in the power of teachers in the success of its learners. Teachers need support, feedback, collaboration with their colleagues, and access to the latest teaching and learning strategies in order to be successful.

In this spirit of teacher growth and support, the corporation has developed the New Prairie Teacher Growth and Appraisal Process. This process contains the growth and support teachers need in order to help them provide the best learning environments for their children to learn and grow.

The New Prairie Teacher Growth and Appraisal Process will focus on teaching and learning strategies, collaboration, student achievement measures, professionalism, classroom environment, and other measures that help teachers learn about their practices while letting them stretch themselves professionally. It will move the primary focus from just measuring and rating teachers to encouraging their work in collaboration and professional growth. The Growth and Appraisal Process will recognize the good work already happening in the district while encouraging growth in the priority focus areas of the Corporation.

The primary objectives of the New Prairie Growth and Appraisal Process are to reinforce collaboration and problem-solving strategies in the district such as Professional Learning Communities, Response to Intervention, the development and analysis of common assessments for student learning, collaborative relationships for addressing the changing needs of students such as literacy development, addressing changing demographics, implementing research-proven teaching and learning strategies, adjusting learning opportunities to meet the changing learning needs of students and teachers, and other school corporation values and priorities.

The New Prairie Teacher Growth and Appraisal Process will also help meet the diverse and changing needs of teachers through a "developmental" process for growth. Throughout the process, there are examples of variable or tiered approaches to supervision designed to meet unique needs of teachers.

Goals of the Program New Prairie Teacher Growth and Appraisal Process

Since the professional support and growth of teachers is key to the success of the students, the New Prairie Teacher Growth and Appraisal Process is based on several goals designed to provide opportunities for teacher growth including:

- Recognizing the hard work and commitment to student success exhibited by the staff
- Reflecting the priorities and shared values within the school corporation
- Building upon the collaborative efforts and professional relationships in place in the Corporation
- Focusing on measuring teacher skill and performance levels while providing opportunities and strategies for ongoing professional growth

- Providing opportunities for teachers to receive support and assistance based on their needs (for example, new teacher growth support, struggling teacher intensive assistance, PLC collaborative problem-solving, etc.). These are called "tiered" supports in the process.
- Provide opportunities for teachers to receive feedback and support from "alternative sources" other than just classroom observations
- Provide opportunities for teachers to work with their peers and colleagues in addition to their administrators for professional growth
- Provide opportunities to set and reach long-term growth through meaningful professional growth goals
- Provide a blend of evaluator feedback and team collaboration to be used in the professional growth process

General Core Expectations/Themes

The following Core Expectations that will guide the growth/appraisal process are based on the culture and needs of the school district:

- Theme I-Collaboration
- Theme II-Professional Responsibilities-Growth
- Theme III-Relationships and Learning Environment
- Theme IV-Student-Centered Instruction
- Theme V-Learning Measures

Core Expectation Details

More in-depth and detailed information about the Core Expectations and the sub-components of the Core Expectations are listed below:

- Theme I-Partnership and Collective Accountability Demonstrated through Collaboration (Supported through a combination of PLC team processes and evaluator feedback)
  - Contributes to the success of the PLC team
    - Assists in the creation and implementation of PLC team norms
    - Shares strategies and ideas to assist PLC team members in successfully impacting student achievement
    - Treats other PLC team members with respect
    - Fully participates in PLC team conversations by listening, clarifying suggestions, and offering new ideas that positively impact student achievement
    - Helps generate ideas to help PLC team grow in its collaboration and interdependence through constructive feedback and struggles
    - Engages in examination of data in order to understand student learning issues

- - - Provides constructive feedback, ideas, and suggestions to help colleagues learn and grow
      - Works collaboratively with peers to reach shared goals
  - Treats others as partners in decision-making
  - Able to look at issues in a fair and impartial manner
  - See as "our students" rather than "my students"
  - Peer/Colleagues/Staff
    - Uses interactions that foster positive engagement
    - Peers, colleagues, and staff are treated positively as professionals

- Theme II- Professional Responsibilities and Growth (Supported partially through the PLC team process and partially through feedback from the evaluator)
  - Engages in professional growth and development
    - Seeks opportunities to grow and learn
    - Utilizes the PLC process to further professional development
    - Sets professional growth goals
    - Assists colleagues in their professional growth
    - Engages in professional reflection, uses reflection to adjust instruction and set professional growth goals
  - Maintains professional responsibilities
    - Maintains regular and consistent attendance
    - Arrives at work on-time, provides required student supervision
    - Exhibits respect for district leadership, colleagues, and other staff members
    - Conducts self in professional and productive manner
    - Exhibits positive and professional demeanor
    - Follows established district policies/procedures

- Theme III Relationships and Learning Environment
  - Relationships with students
    - Teachers consistently use interactions that foster positive professional relationships
    - Classroom norms and behaviors are created and consistently modeled by teachers and students
    - Relationship strategies are implemented, monitored and adjusted based on student needs
  - Relationships with Families and the Community
    - Interactions and strategies that foster positive relationships are used
    - Proactive and regular communication strategies are utilized
    - Strategies to engage parents in working together to benefit their child/children are used
    - Reaches out to the community to develop mutually beneficial partnerships when appropriate

3

- Portrays the school or school district in a favorable position with the community
- Seeks to provide opportunities for students to positively contribute to the community
  - Learning Environment
    - Creates a safe, respectful learning environment where there are high expectations and support for student learning
    - Establishes and enhances a culture for learning, persistence and respect
    - Establishes and refines a physical structure that promotes learning
    - Establishes and maintains expectations for learning environment and behavior management
    - Monitors the classroom environment and makes needed adjustments to maximize learning

- Theme IV Student Centered Instruction
  - Learning Targets
    - Plans appropriate learning targets and instruction based on student needs, standards, school and district expectations, formative assessment information, and content knowledge
    - Communicates learning targets and criteria for success to students in "grade appropriate" ways
  - Use of Learning Strategies
    - Engages students in processing content during instruction
    - Implements appropriate techniques to engage students in learning
    - Uses questioning techniques that promotes active learner engagement and higher level thinking
    - Provides structure and pacing to maximize student learning
    - Incorporates assessment techniques to inform instruction
    - Manages instructional time to maximize learning
    - Manages the classroom environment and implements effective classroom management strategies
    - Implements strategies and techniques to positively impact student literacy
    - Utilizes appropriate technology techniques and strategies
  - Monitoring and Adjusting Instruction
    - Adjusts instruction based on evidence of student learning
    - Instruction includes appropriate pacing, RtI strategies, & enrichment when needed by learners
    - Provides learners with feedback, monitors student learning, checks for their understanding of concepts and content, adjusts learning strategies based on student needs
    - Provides needed interventions/remediation/enrich for learners as needed

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- Theme V-Learning Measures (Student growth and achievement- Supported partially through PLC team processes and evaluator feedback. **The selection of student learning measures will be completed as a collaborative process between teachers and their administrators.**)
    - Identifies learning priorities in collaboration with their PLC, with colleagues, and independently as appropriate.
    - Develops common assessments to gather data on student learning in collaboration with their PLC team.
    - Reviews and analyzes the results of the implementation of common assessments with their PLC members.
    - Works with PLC team to compare local and district assessment results with required state and district testing results
    - Generates ideas (both teaching strategies and content revisions) with their PLC and colleagues to help students who did not learn on the first attempt to learn during re-teaching opportunities
    - Develops extension and enrichment strategies for those students who demonstrated an understanding of the learning targets on the first common assessment with colleagues and PLC team members.
    - Implements required state/district/school corporation tests and assessments
    - Works to understand and analyze the results of required state/district/school corporation tests and assessments

Program Components

New Teacher Induction and Support Process-(A Tiered Teacher Support Process)

Teachers new to the Corporation, or a school need support and direction in acclimating to their new position. New teachers joining the Corporation or a school who come with previous experience may still need support in transferring their previous experience into their new setting. These new teacher needs can include: information about the students and community, information about their colleagues and peers, information about the curriculum, and other areas of support.

Teachers who are new to the New Prairie School District will have the opportunity to be involved in a formalized support process during their first 3 years in the district. The support process could include the following elements:

- Support through a mentoring support program
- Support through a new teacher induction program
- Extensive feedback based on the Core Themes of the Corporations (teaching expectations) conducted by their principal/evaluator
- Extensive support/feedback from the new teacher's PLC team

- Opportunities for peer observations of the new teacher in the classroom and/or opportunities for the new teacher to observe classroom instruction by colleagues or peers in their classrooms
- Professional development opportunities that are customized to the needs of the new teacher
- Other support strategies identified by the school principal and/or PLC team

Increased Observation and Feedback

Teachers new to the school will have opportunities to receive more feedback from their principal/evaluator. With each observation, feedback related to district/school corporation core expectations will be provided. New teachers will be on the following observation schedule during their first year of employment:

- 1 classroom observation will be conducted during the first month of employment
- At least 4 formal classroom observations will be conducted during the first school year
- The feedback from the observations will focus on the five core themes of the New Prairie Teacher Growth and Appraisal Process listed below:
- At the end of the first semester, a formal conference will be held with the evaluator or building principal. At this conference, the new teacher will get specific feedback based on how they are doing in relation to the expectations within the 5 theme areas.
- At the end of the 3rd quarter of school, the new teacher will receive a summative appraisal report outlining their performance and rating their performance within each of the 5 corporation themes. The rating will use one of the 4 rating scales below:

  o **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, a highly effective teacher's students have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

  o **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning. An 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.

  o **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a

teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

o **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

(Scoring level descriptions adapted from State of Indiana RISE Program booklet)

Since new teachers are still learning and growing as they acclimate into their position, the evaluator rating the new teacher may determine their summative evaluation scores considering the following:

- The previous experience level of the teacher
- The performance expectations for a new teacher compared to more experienced, continuing contract teachers *
- The specific assignment or conditions experienced by the new teacher

* Using this model, it is most likely that the performance expectations of the new teacher will increase as that new teacher gains experience and job competence. For example: if a new teacher did not continue to grow as they gained experience, they could receive lower summative scores if their performance levels are flat in subsequent years of teaching.

Specific new teacher support strategies, goal setting forms, timelines, and other details are provided in the new Teacher Support Manual

New Teachers with Previous Experiencing Requiring Less Support

The support given to the teacher who is new but has previous teaching experience can be modified or reduced by mutual agreement between the teacher and the primary evaluator (or principal). Criteria to be considered in coming to agreement on reducing or modifying the new teacher support include:

- Summative evaluation rating scores of "effective" or "highly effective" on the most recent summative evaluation.

- Consensus or agreement between the evaluator and the teacher that he/she has successfully acclimated to the school or district/corporation and would not benefit from additional support.
- Completion of a waiver agreement form that is filed with the school corporation

(Specific support strategies, goal setting forms, timelines, and other details are provided in the new Teacher Support Manual to be developed)

Existing "Continuing Contract" Teachers

Teachers who have attained the status of continuing contract will be involved in the Core Teacher Growth and Appraisal Process. This process will consist of:

- Evaluation/feedback from their administrator (combination of short and extended observations focused on teaching, professionalism, student achievement, and other factors of the TGAP process)
- Involvement in PLC focused support/feedback
- Set and attain a professional growth goal or goals

Continuing contract teachers will have opportunities to receive feedback on their performance from their principal/evaluator. Following each observation, feedback related to district/school corporation core expectations will be provided. Continuing contract teacher observations will be based on the following:

- Continuing contract teachers will be observed a minimum of 2 times each year. The preference will be to have 1 observation be conducted each semester **[The observation timeline will be determined to prevent teachers having an observation at the very end of the school year]**
- Observations will be conducted based on the most current Indiana laws or guidelines.
- Principals/evaluators will conduct observations based on their preferences and availability. In some cases, observations may be unannounced, while in other cases, they may want to involve the teacher in assisting in the scheduling. Principals may use the types of observations listed below or a variation of these types:
  - o Unannounced or "drop in" observations
  - o Announced or scheduled observations
  - o Several "short" or drop-in, or walk-through observations **[A minimum amount of time for a single observation will need to be determined to ensure fairness for the teacher/administrator.]**
- After each observation, a conversation or conference will occur between the teacher and the principal/evaluator. The conversation will be focused on the attributes observed during the observation and how they relate to the Themes of the New Prairie School Corporation. The conversation may take the following forms or variation of these forms:

- A formal conference shall happen after the lesson where the principal/evaluator meets with the teacher to discuss the lesson.
- An informal conversation between the principal and teacher occurring soon after the lesson. This conversation will be formative in nature. The formative feedback will build toward the summative evaluation and eventual rating of the teacher's performance based on the 5 Core Theme of the Corporation. Some examples of possible formative feedback conversations could include:
  - A brief conversation in the classroom or learning environment after instruction when the teacher is free to talk.
  - A brief conversation after the class or instructional period when the teacher is free to talk.
  - A brief conversation during the teacher's preparation time or after school if the teacher is free to talk.
- After each conversation, the principal/evaluator can choose to develop and share a summary of the conversation related to the observation with the teacher. This summary will be formative in nature. In this formative conference summary, the principal/evaluator should share the following:
  - A brief summary of the lesson or instructional period observed
  - A brief summary of the main points discussed in the lesson
  - A brief summary of the teacher's perspective or comments during the conversation
  - If possible, the principal/evaluator may provide feedback about how the teacher is progressing toward the expectations in the Core Themes of the Corporation.

- During the evaluation period, the principal will gather data to help inform the overall performance of the teacher. Data from a variety of sources that align with the Core Themes will be considered for the summative evaluation rating of the teacher. When data is being considered for use in formative assessment leading to a summative assessment, the principal/evaluator should hold a conference/conversation with the teacher, plus issue a summary of that conversation to the teacher.

Teacher-Principal Collaboration in the Data Gathering and Analysis Process

Because the appraisal and observation processes have the capacity to gather only a limited amount of the data that's associated with a teacher's teaching and learning efforts, teachers are encouraged to partner with their principal/evaluator to provide data that can be used to more accurately describe their performance. For example: Observing a teacher interact with students inside their classroom setting does not allow the principal to observe how that teacher works collaboratively with the student's parents. It may be helpful for the teacher to gather and provide data for the principal to include in their analysis within the Core Themes to help establish formative and summative scores. Once the principal has analyzed the data, she/he should work with the teacher to share where the data "puts" the teacher within the 4 levels of the rating scale. In analyzing the data,

the principal should take both the quality of the information and the quantity or frequency of the data. For example: If a teacher reached out to parents once to develop a partnership, the data documenting that effort may not carry as much weight in the scoring as a teacher who consistently reached out to form strong partnerships may have in the scoring process.

Teacher Professional Growth Goal Setting

In the New Prairie Teacher Growth and Appraisal Process, teachers will be required to set and reach professional growth goals. Because of the investment school corporation has made in the PLC process, these professional growth goals can be set in collaboration with the PLC team.

The Teacher Professional Growth Goal Setting Process will be focused on the following:

- Whenever possible, professional growth goals should be based on or support school or PLC goals
- Professional Growth Goals should be developed using a collaborative process between the teacher and the school principal.
- Professional Growth Goals should be based on the Core Expectations for teaching
- Professional Growth Goals can be short-term (1 school year) or long-term (implemented over more than 1 year) in nature. In either case, a yearly summary of the goal process should be completed

A form to assist teachers in the Professional Growth Process is included in appendix ***

Work-Related Observations (Observations in alternative work settings)

Observations or work samples will help the teacher and evaluator understand what is happening and provide feedback on this work. In most cases, the observations will be focused on classroom instruction and student teaching and learning situations. These kinds of observations will help the evaluator provide feedback in Theme Area IV- Student-Centered Instruction.

In some cases, it may be more beneficial for the evaluator to conduct an observation in an area outside of a classroom lesson that can help the teacher obtain feedback about another important area of their work. For example, a teacher who works with special needs students to help regular classroom teachers implement inclusion may benefit from an observation of a planning meeting. A business teacher who places students in community internships may benefit from feedback about a meeting to work out the details of a placement with a potential organizational leader. Observations of alternative situations may be beneficial for both the teacher and the evaluator.

Observations of teacher work in settings other than classroom instruction should be collaboratively decided between the teacher and the principal.

Highly Effective Teacher Option

If a teacher has been rated as "highly effective" for three consecutive years, that teacher may elect to work with their building principal to implement alternative evaluation options. The specific criteria used to determine eligibility for this option will include:

- A teacher interested in participating in this option should have been rated as Highly Effective in at least 3 of the 5 Core Theme areas on their most recent summative evaluation.
- In addition to the Highly Effective ratings, the teacher interested in the Highly Effective Teacher Option must have a minimum of Effective ratings in the remaining Core Themes of the New Prairie School Corporation.

Those options could include:

- An opportunity to set a longer term goal that takes more than 1 year to attain
- An opportunity to have observations/feedback based on "alternative data sources" such as using a portfolio, examining student work, observing a parent meeting, or some other alternative source that would help that teacher grow beyond a classroom observation

The alternative data option would take the place of extended observations in the classroom. At least 1 short observation would be used to assess the continued effectiveness of the teacher. The principal would still complete the required numbers of observations based on Indiana statute but a portion of the observations would be based on the alternative data focus.

For example, a special education teacher may decide to work with their principal on their collaborative efforts with teachers working on inclusion to serve the needs of a child or group of children. The teacher could work with the principal to get feedback on planning meetings between the special education and regular education teachers.

The teacher in this option would continue to participate in the PLC feedback utilized in the process for other continuing contract teachers.

Summative Evaluation (Rating) Process

In early May of each school year, the principal/evaluator will use data from the observations, data that has been provided by the teacher, and other data that has been gathered to determine a summative rating in each of the 5 Themes established by the School Corporation. The final summative rating for each of the Core Themes will be based on the 4 scales below:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, a highly effective teacher's students 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 reasonably believed to be highly correlated with positive student learning. An 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 reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective**: An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

> (Scoring levels adapted from State of Indiana RISE Program booklet, State of Indiana, Version 2.0)

Theme Descriptions and Rubrics to Guide the Feedback and Development of Teachers

The following theme descriptions and rubrics have been developed as a way for both teachers and administrators to develop common understandings of the expectations in the New Prairie School Corporation. In using the rubrics, please keep the following points in mind:

- Conciseness- Each rubric was designed to provide guidance for the teachers and the administrators to have a general understanding of the expectations for teachers. The language of the rubrics was kept concise in order to make them less complex and easy to understand and interpret. Not every aspect of the Core Expectation Descriptions is included in the rubric, so the teacher and administrator will need to engage in a conversation related to the summative scoring.
- Skill and effectiveness progression- The rubric starts on the left with the "ineffective" category and moves toward the "highly effective" descriptions on the right. This progression was purposely designed to reflect the natural progression and teacher might make in their learning. For an example, a new teacher might start out in a needs improvement area, but as they grow and learn, they should move to the "effective" or "highly effective" area.

- Quality and Quantity-The development of a final summative score should be based on both the quality of the performance and the quantity of the strategies used by a teacher during the evaluation period. A teacher may not need to complete every subcomponent within a rubric area or theme to earn a specific rating in that area. For example, a teacher may be implementing a highly effective and innovative project where students are reaching out to support the residents of a local nursing facility but not completing other elements in the "highly effective" area on the rubric. The teacher may earn a highly effective score based on the exceptional quality of the nursing facility program.
- The rubrics are not designed to be "all inclusive"- In the collaboration between the teacher and their administrator, they may identify strategies that lead to effectiveness that are not presented in the rubric. They may decide that an effective or highly effective summative rating is merited based on the quality of the strategies or evidence.

Theme Descriptions and Scoring Rubrics

Theme I-Partnership and Collective Accountability Demonstrated through Collaboration (Supported through a combination of PLC team processes and evaluator feedback)

- Contributes to the success of the PLC team
    - Assists in the creation and implementation of PLC team norms
    - Shares strategies and ideas to assist PLC team members in successfully impacting student achievement
    - Treats other PLC team members with respect
    - Fully participates in PLC team conversations by listening, clarifying suggestions, and offering new ideas that positively impact student achievement
    - Helps generate ideas to help PLC team grow in its collaboration and interdependence through constructive feedback and struggles
    - Engages in examination of data in order to understand student learning issues
    - Provides constructive feedback, ideas, and suggestions to help colleagues learn and grow
    - Works collaboratively with peers to reach shared goals
- Treats others as partners in decision-making
- Able to look at issues in a fair and impartial manner
- See as "our students" rather than "my students"
- Peer/Colleagues/Staff
    - Uses interactions that foster positive engagement
    - Peers, colleagues, and staff are treated positively as professionals

Rubric for Theme I-Partnership and Collective Accountability Demonstrated Through Collaboration

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and teacher will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme I-Partnership and Collaborative Accountability Demonstrated Through Collaboration (Supported/Measured through a combination of PLC team processes and evaluator feedback)			
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1
Is actively and consistently engaged as a member of the PLC to proactively plan for and address student learning needs. Leads or co-leads the PLC in following its norms & protocols while sharing ideas for the refinement of the norms & protocols. Actively engages in PLC problem-solving meetings, assisting in developing interventions and strategies to address student learning issues. Leads or co-leads in the development, implementation, and refinement of common assessments. Is seen as one of the leaders in the PLC in the analysis of student achievement data and in the development of PLC goals. Provides collaborative leadership in the development of the PLC goals and aligns their individual or group goals (when appropriate) to the PLC goals. Intentionally shares their professional progress and encourages others to share their progress	Is actively and consistently engaged as a member of the PLC. Understands and consistently follows the PLC norms & protocols. Actively engages in PLC problem-solving meetings, assisting in developing interventions and strategies to address student learning issues. Assists in the development, implementation, and refinement of common assessments. Is engaged in the analysis of student achievement data and in the development of PLC goals. Aligns their own professional growth goals to the PLC goals (when appropriate). Regularly shares their professional progress and updates the PLC on their own goal progress.	Attends required PLC meetings but does not contribute to the work of the PLC. Allows other PLC members to do all of the work and only engages or participates when other team members call attention to the issue. Behavior or engagement issues need to be regularly addressed by the team leader or administrator.	Does not participate in PLC team activities and processes or undermines these processes.

on their professional growth goals with the PLC.				

Theme II- Professional Responsibilities and Growth (Supported partially through the PLC team process and partially through feedback from the evaluator)

- Engages in professional growth and development
  - Seeks opportunities to grow and learn
  - Utilizes the PLC process to further professional development
  - Sets professional growth goals
  - Assists colleagues in their professional growth
  - Engages in professional reflection, uses reflection to adjust instruction and set professional growth goals
- Maintains professional responsibilities
  - Maintains regular and consistent attendance
  - Arrives at work on-time, provides required student supervision
  - Exhibits respect for district leadership, colleagues, and other staff members
  - Conducts self in professional and productive manner
  - Exhibits positive and professional demeanor
  - Follows established district policies/procedures

Rubric for Theme II-Professional Responsibilities and Growth

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and teacher will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme II- Professional Responsibilities and Growth (Measured partially through the PLC team process and partially through feedback from the evaluator)				
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Sub category 1-Maintains professional responsibilities				
Follows school and district policies, rules, and guidelines and provides positive direction for peers. Always works within the expectations of the school in supervising students Proactively maintains required records in an accurate manner that is easy for others to understand and interpret.	Follows school and district policies, rules, and guidelines Works within the expectations of the school in supervising students Maintains required records in an accurate manner	Is not consistent in following school and district policies, rules, and guidelines Occasionally works within the expectations of the school in supervising students Maintains minimal records in an accurate manner	Does not follow school and district policies, rules, and guidelines, work within the expectations of the school in supervising students, does not maintain required records in an	

Is a leader in building a positive culture in the school and the district. Positively contributes to meetings by leading others to engage and participate. Completes required paperwork, plans, responses, etc. to the appropriate administrators without being asked.	Contributes positively to the culture of the school and district Positively contributes to meetings Completes required paperwork, plans, responses, etc. to the appropriate administrators	Does not contribute positively to the culture of the school and district. Is negative or encourages negative behavior at meetings. Completes required paperwork, plans, responses, etc. to the appropriate administrators only when reminded.	accurate manner. Is a negative force related to the culture of the school and district. Does not attend or disrupts them. Does not complete required paperwork, plans, responses, etc. to the appropriate administrators	
Sub category 2-Reflects on teaching and learning practices				
Consistently engages in self-reflection to improve teaching and learning. Seeks multiple sources of reflection and feedback. Actively seeks and uses feedback to improve teaching and learning. Shares the ideas formulated in the reflection process with PLC members & colleagues.	Engages in self-reflection to improve teaching and learning practices. Uses feedback to improve teaching and learning.	Engages in reflection only when required. Tries to justify behaviors when receiving feedback.	Does not engage in reflection or use feedback to improve performance.	
Subcategory 3- Engages in Professional Growth and Development				
Consistently seeks out and participates in professional development that is aligned with PLC goals, school goals, the needs of students, and their own professional development goals. Regularly finds ways to transfer learning from professional development to enhance the teaching and learning in their instructional setting. Consistently shares ideas and strategies they have learned in professional development with PLC team members, colleagues, their administrator, and others who can benefit from their ideas and experiences. When appropriate, provides professional development to their PLC team, colleagues, and others.	Regularly participates in professional development that is aligned with PLC goals, school goals, the needs of students, and their own professional development goals. Is able to use information from professional development to impact teaching and learning in their instructional setting. When appropriate, shares ideas and strategies they have learned in professional development with PLC team members, colleagues, their administrator, and others who can benefit from their ideas and experiences.	Engages in professional growth minimally or in activities not congruent with their needs or the needs of the learners or school. Professional development activities are not aligned with the professional development plan developed collaboratively between the teacher and the administrator.	Does not engage in professional growth or only engages when directed to engage when directed by the administration.	

Theme III Relationships and Learning Environment

- Relationships with students

- Teachers consistently use interactions that foster positive professional relationships
- Classroom norms and behaviors are created and consistently modeled by teachers and students
- Relationship strategies are implemented, monitored and adjusted based on student needs
  - Relationships with Families and the Community
    - Interactions and strategies that foster positive relationships are used
    - Proactive and regular communication strategies are utilized
    - Strategies to engage parents in working together to benefit their child/children are used
    - Reaches out to the community to develop mutually beneficial partnerships when appropriate
    - Portrays the school or school district in a favorable position with the community
    - Seeks to provide opportunities for students to positively contribute to the community
  - Learning Environment
    - Creates a safe, respectful learning environment where there are high expectations and support for student learning
    - Establishes and enhances a culture for learning, persistence and respect
    - Establishes and refines a physical structure that promotes learning
    - Establishes and maintains expectations for learning environment and behavior management
    - Monitors the classroom environment and makes needed adjustments to maximize learning

Rubric for Theme III-Relationships and Learning Environment

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and teacher will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme III- Relationships and Learning Environment (Measured primarily through feedback from the evaluator)				
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Sub category 1-Relationships with Students				
Teachers consistently use interactions that foster positive engagement Classroom norms and behaviors are collaboratively created and consistently modeled	Teachers regularly use interactions that foster positive engagement Classroom norms and behaviors are created with student input.	Teachers occasionally use interactions that foster positive engagement Classroom norms and behaviors are mainly	Teachers do not use interactions that foster positive engagement Classroom norms and	

Relationship strategies are constantly monitored and adjusted based on student needs	Relationship strategies are periodically adjusted based on student needs	generated by the teacher. Relationship strategies are not consistent.	behaviors are not present or used. Little focus is on developing or maintaining relationships.

Sub category 2-Relationships with Parents/Families

Interactions and strategies that foster positive engagement are regularly and extensively used Proactive and regular communication strategies are utilized Parents are seen and treated as partners in the educational process of their children	Interactions and strategies that foster positive engagement are used Periodic communication strategies are utilized Parents are seen and treated as important in the educational process.	Interactions and strategies that foster positive engagement are used on a limited basis. Regular communication strategies are not used with families. Parents are seen as a possible resource to help teachers.	There are no interactions or strategies used to connect with parents. Parents are viewed as a problem for the teacher.

Sub category 3-Relationships with the community

Constantly reaches out to the community to develop mutually beneficial partnerships within the community. Constantly portrays the school or school district in a favorable position with the community. Constantly seeks to provide opportunities for students to positively contribute to the community.	Regularly reaches out to the community to develop mutually beneficial partnerships within the community. Portrays the school or school district in a favorable position with the community. Seeks to provide opportunities for students to positively contribute to the community.	Occasionally reaches out to the community to address needs. Does not consider how community views school or district. Occasionally seeks opportunities for students to positively contribute to the community.	Does not communicate with or reach out to the community. Views community as distraction to educational process.

Sub category 4-Learning Environment

Works in collaboration with learners (when appropriate) to create a safe, respectful learning environment where there are high expectations and support for student learning Establishes and continuously enhances a culture for learning, persistence and respect. Share these strategies with other peers and colleagues. Establishes and refines a physical structure that promotes learning Works in collaboration with learners to establish and maintain expectations for learning environment and behavior management Monitors the classroom environment and makes constant	Creates a safe, respectful learning environment where there are high expectations and support for student learning Establishes and continuously enhances a culture for learning, persistence and respect Establishes and refines a physical structure that promotes learning Establishes and maintains expectations for learning environment and behavior management Monitors the classroom environment and makes constant adjustments to maximize learning	Still working to create the foundations for a respectful learning environment. High expectations for learning are not communicated/shared with students. Has not created a physical structure that promotes learning and has failed to establish foundational expectations for behavior management.	Does not create a respectful learning environment or communicate high expectations. Does not have a physical classroom structure to reflect safety or learning standards. No or minimal classroom management expectations are in place.

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adjustments to maximize learning				

Theme IV Student Centered Instruction

- Learning Targets
    - Plans appropriate learning targets and instruction based on student needs, standards, school and district expectations, formative assessment information, and content knowledge
    - Communicates learning targets and criteria for success to students in "grade appropriate" ways
- Use of Learning Strategies
    - Engages students in processing content during instruction
    - Implements appropriate techniques to engage students in learning
    - Uses questioning techniques that promotes active learner engagement and higher level thinking
    - Provides structure and pacing to maximize student learning
    - Incorporates assessment techniques to inform instruction
    - Manages instructional time to maximize learning
    - Manages the classroom environment and implements effective classroom management strategies
    - Implements strategies and techniques to positively impact student literacy
    - Utilizes appropriate technology techniques and strategies
- Monitoring and Adjusting Instruction
    - Adjusts instruction based on evidence of student learning
    - Instruction includes appropriate pacing, RtI strategies, & enrichment when needed by learners
    - Provides learners with feedback, monitors student learning, checks for their understanding of concepts and content, adjusts learning strategies based on student needs
    - Provides needed interventions/remediation/enrich for learners as needed

Rubric for Theme IV-Student-Centered Instruction

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and teacher will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme IV-Student-Centered Instruction (Measured through PLC work and feedback from the evaluator)

Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Sub category 1-Learning Targets				
Plans appropriate learning targets based on established curriculum and input from the PLC. Designs instruction and learning strategies based on student needs, standards and PLC learning goals. Helps to design formative assessments, uses these formative assessment to gather data on student learning. Shares the results of assessments in PLC meetings and contributes to collaborative conversations about how to improve student learning.	Plans appropriate learning targets and instruction based on student needs, standards, school and district expectations, formative assessment, and content knowledge	Plans lessons with learning targets in mind. Does not engage the students in understanding the learning targets. Does not utilize learning targets to assess student learning or progress.	Does not plan lesson utilizing learning standards or learning targets.	
Sub category 2-Use of Learning Strategies				
Constantly engages students in processing content during instruction Consistently uses questioning techniques that promotes active learner engagement and higher level thinking Develops structure and pacing of lesson based on constant monitoring of student learning and engagement. Actively shares learning strategies with peers and PLC members.	Engages students in processing content during instruction Uses questioning techniques that promotes active learner engagement and higher level thinking Provides proper structure and pacing to maximize student learning	Most of the instruction is teacher directed teaching. Occasionally, some student participation is utilized.	Only teacher-directed teaching is used.	
Sub category 3-Monitoring and Adjusting Instruction				
Original instruction is developed based on learning needs of students. Adjustments are made based on diagnosis of learning during instruction. Learning interventions are implemented to assist learners with success. Provides learners with clear and specific feedback.	Instruction is adjusted based on evidence of student learning. Provides learners with feedback, monitors student learning, checks for their understanding of concepts and content, adjusts learning strategies based on student needs	Occasional or inconsistent monitoring of student learning is conducted. When learning difficulties occur, concepts are retaught in the same manner as originally presented.	Majority of instruction is teacher or textbook centered. No adjustments are made for student learning needs.	

Rechecks learning after new intervention is implemented.				

Theme V-Learning Measures

(Student growth and achievement- Supported partially through PLC team processes and evaluator feedback. **The selection of student learning measures will be completed as a collaborative process between teachers and their administrators.**)

- Identifies learning priorities in collaboration with their PLC, with colleagues, and independently as appropriate.
- Develops common assessments to gather data on student learning in collaboration with their PLC team.
- Reviews and analyzes the results of the implementation of common assessments with their PLC members.
- Works with PLC team to compare local and district assessment results with required state and district testing results
- Generates ideas (both teaching strategies and content revisions) with their PLC and colleagues to help students who did not learn on the first attempt to learn during re-teaching opportunities
- Develops extension and enrichment strategies for those students who demonstrated an understanding of the learning targets on the first common assessment with colleagues and PLC team members.
- Implements required state/district/school corporation tests and assessments
- Works to understand and analyze the results of required state/district/school corporation tests and assessments

Rubric for Theme V-Learning Measures

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and teacher will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme V-Learning Measures (Supported by PLC and administrator feedback)				
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Assumes a leadership role in the PLC and with colleagues to develop/select appropriate learning measures. Students exceed expected growth as illustrated in the assessments. Provides support to other PLC members and colleagues to help them positively impact student growth by using learning measures. Assists PLC members and colleagues generate ideas for new teaching/learning strategies based on the results of assessments and emerging student needs.	Assists in the identification and/or development of learning measures to assess student achievement. Actively implements student learning measures. Students show evidence of appropriate growth. Uses learning measures to make short and long term learning plans and develop tiered support for students.	Implements student learning measures but does not understand how to use them in measuring student achievement.	Does not use learning measures to gage student learning or assessments do not show evidence of student learning.	

Summative Evaluation Form

At the completion of the school year, the data gathered during the year will be analyzed to develop a summative score for each of the 5 Core Themes. Those summative scores will be entered into a Summative Evaluation Form. A copy of the Summative Evaluation Form is included in appendix x of this handbook.

Summative Weighting to Determine an Indiana Teacher Effectiveness Score

The summative information from the Core Themes will be used to determine a final teacher effectiveness score. At the present time, the State of Indiana is still requiring that a teacher effectiveness score be developed for each teacher.

In relation to the Core Themes, the following percentages will be utilized:

Core Theme Area	Percentage or Weight Assigned
Collaboration	15%
Professional Responsibilities-Growth	10%
Relationships and Learning Environment	15%
Student Centered Instruction	40%
Learning Measures	20%

Tabulating the Final Teacher Effectiveness Score

An example of tabulating the results is listed below:

Core Theme Area	Rating (1-4)	Percentage or Weight Assigned	Weighted Rating
Collaboration	4	15%	.6
Professional Responsibilities-Growth	3	10%	.3
Relationships and Learning Environment	3	15%	.45
Student Centered Instruction	3	40%	1.2
Learning Measures	4	20%	.8
Total			3.35

This final weighted score is then translated into a rating on the following scale.

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

(Total teacher rating scale from Indiana RISE implementation handbook, State of Indiana, Version 2.0.)

Process to Help Teachers Exhibiting Performance Issues

Teacher Improvement Process-90 Day Improvement Plan

If a teacher is exhibiting performance below expectations (improvement necessary or ineffective), the principal may choose to work that teacher in the Teacher Improvement Process (90 Day Improvement Plan). In the Teacher Improvement Process, the evaluator or principal works with the teacher to develop a growth plan is designed to help the teacher's performance move back into the "effective" range in all theme areas.

Criteria that would qualify a teacher for the Teacher Improvement Process could include:

- Concerns related to performance on one or more of the 5 Core Themes that could place the teacher in the "improvement necessary" or "ineffective" range.
- The performance concern or concerns are of a recent or short-term nature
- Through analysis of the areas of concern and the competencies of the teacher, the principal has determined the teacher could improve his/her performance through the implementation of an improvement plan.

Details and Requirements in the Teacher Improvement Process

The Teacher Improvement Process is typically used when a teacher's performance is identified as an "improvement necessary" or "ineffective" in one or more themes within the New Prairie Teacher Growth and Appraisal Process. The identification can be based on a summative rating score or observed on a regular basis through informal observations by the principal in the classroom of the teacher. Once the principal has met with the teacher to inform them of the concern area or areas, and has shared examples that illustrate the concern, the principal works with the teacher to develop an improvement plan designed to improve the performance and alleviate the concern.

- In order to implement an Improvement Plan in the Teacher Improvement Process, the principal would need to present data that shows that the teacher is below expectations in relation to the Core Themes in the New Prairie Teacher Development and Appraisal Process. The teacher being presented with the information would have an opportunity to share data that illustrates their perspective on the assessment of the principal. The principal will need to consider the data presented by the teacher in making a final assessment of the need for the implementation of an Improvement Plan. After considering the teacher's data, the principal will make the final decision of the implementation of the plan.

- An improvement plan could be implemented for a short-term (1 semester) or a long-term basis (1 or more academic years). The duration of the plan would depend on the severity or number of concern areas.
- The Teacher Improvement Process would comply with all of Indiana's employment laws and statutes.

Name:
Evaluator:

NPHS TGAP SCHOOL YEAR REFLECTION

Please review the themes and identify/list evidence for the categories (4,3,2,1) that you feel best describes your work this school year.

Theme I-Partnership and Collaborative Accountability Demonstrated Through Collaboration (Supported/Measured through a combination of PLC team processes and evaluator feedback)

HIGHLY **EFFECTIVE (4)**	• Is actively and consistently engaged as a member of the PLC to proactively plan for and address student learning needs • Leads or co-leads the PLC in following its norms & protocols while sharing ideas for the refinement of the norms & protocols • Actively engages in PLC problem-solving meetings, assisting in developing interventions and strategies to address student learning issues. Leads or co-leads in the development, implementation, and refinement of common assessments • Is seen as one of the leaders in the PLC in the analysis of student achievement data and in the development of PLC goals. Provides collaborative leadership in the development of the PLC goals and aligns their individual or group goals (when appropriate) to the PLC goals • Intentionally shares their professional progress and encourages others to share their progress on their professional growth goals with the PLC	
EFFECTIVE (3)	• Is actively and consistently engaged as a member of the PLC • Understands and consistently follows the PLC norms & protocols • Actively engages in PLC problem-solving meetings, assisting in developing interventions and strategies to address student learning issues • Assists in the development, implementation, and refinement of common assessments. Is engaged in the analysis of student achievement data and in the development of PLC goals. Aligns their own professional growth goals to the PLC goals (when appropriate) • Regularly shares their professional progress and updates the PLC on their own goal progress.	
IMPROVEMENT NECESSARY (2)	• Attends required PLC meetings but does not contribute to the work of the PLC • Allows other PLC members to do all of the work and only engages or participates when other team members call attention to the issue	

	• Behavior or engagement issues need to be regularly addressed by the team leader or administrator.	
INEFFECTIVE (1)	• Does not participate in PLC team activities and processes or undermines these processes.	

Theme II- Professional Responsibilities and Growth (Measured partially through the PLC team process and partially through feedback from the evaluator)

Sub category 1-Maintains professional responsibilities

HIGHLY EFFECTIVE (4)	• Follows school and district policies, rules, and guidelines and provides positive direction for peers. • Always works within the expectations of the school in supervising students • Proactively maintains required records in an accurate manner that is easy for others to understand and interpret. • Is a leader in building a positive culture in the school and the district. • Positively contributes to meetings by leading others to engage and participate. • Completes required paperwork, plans, responses, etc. to the appropriate administrators without being asked.	
EFFECTIVE (3)	• Follows school and district policies, rules, and guidelines • Works within the expectations of the school in supervising students • Maintains required records in an accurate manner • Contributes positively to the culture of the school and district • Positively contributes to meetings • Completes required paperwork, plans, responses, etc. to the appropriate administrators	
IMPROVEMENT NECESSARY (2)	• Is not consistent in following school and district policies, rules, and guidelines • Occasionally works within the expectations of the school in supervising students • Maintains minimal records in an accurate manner • Does not contribute positively to the culture of the school and district. • Is negative or encourages negative behavior at meetings. • Completes required paperwork, plans, responses, etc. to the appropriate administrators only when reminded.	
INEFFECTIVE (1)	• Does not follow school and district policies, rules, and guidelines, work within the expectations of the school in supervising students, does not maintain required records in an accurate manner. Is a negative force related to the culture of the school and district. Does not attend or disrupts them. • Does not complete required paperwork, plans, responses, etc. to the appropriate administrators	

Sub category 2-Reflects on teaching and learning practices		
HIGHLY EFFECTIVE (4)	• Consistently engages in self-reflection to improve teaching and learning. Seeks multiple sources of reflection and feedback. • Actively seeks and uses feedback to improve teaching and learning. Shares the ideas formulated in the reflection process with PLC members & colleagues.	**EVIDENCE**
EFFECTIVE (3)	• Engages in self-reflection to improve teaching and learning practices. • Uses feedback to improve teaching and learning.	
IMPROVEMENT NECESSARY (2)	• Engages in reflection only when required. Tries to justify behaviors when receiving feedback.	
INEFFECTIVE (1)	• Does not engage in reflection or use feedback to improve performance.	
Subcategory 3- Engages in Professional Growth and Development		
HIGHLY EFFECTIVE (4)	• Consistently seeks out and participates in professional development that is aligned with PLC goals, school goals, the needs of students, and their own professional development goals. • Regularly finds ways to transfer learning from professional development to enhance the teaching and learning in their instructional setting. • Consistently shares ideas and strategies they have learned in professional development with PLC team members, colleagues, their administrator, and others who can benefit from their ideas and experiences. • When appropriate, provides professional development to their PLC team, colleagues, and others.	

EFFECTIVE (3)	- Regularly participates in professional development that is aligned with PLC goals, school goals, the needs of students, and their own professional development goals. - Is able to use information from professional development to impact teaching and learning in their instructional setting. When appropriate, shares ideas and strategies they have learned in professional development with PLC team members, colleagues, their administrator, and others who can benefit from their ideas and experiences.	
IMPROVEMENT NECESSARY (2)	- Engages in professional growth minimally or in activities not congruent with their needs or the needs of the learners or school. - Professional development activities are not aligned with the professional development plan developed collaboratively between the teacher and the administrator.	
INEFFECTIVE (1)	Does not engage in professional growth or only engages when directed to engage when directed by the administration.	

Theme III- Professional Responsibilities and Growth (Measured partially through the PLC team process and partially through feedback from the evaluator)

Sub category 1-Relationships with Students		
HIGHLY EFFECTIVE (4)	- Teachers consistently use interactions that foster positive engagement - Classroom norms and behaviors are collaboratively created and consistently modeled - Relationship strategies are constantly monitored and adjusted based on student needs	
EFFECTIVE (3)	- Teachers regularly use interactions that foster positive engagement - Classroom norms and behaviors are created with student input. - Relationship strategies are periodically adjusted based on student needs	
IMPROVEMENT NECESSARY (2)	- Teachers occasionally use interactions that foster positive engagement - Classroom norms and behaviors are mainly generated by the teacher. - Relationship strategies are not consistent.	
INEFFECTIVE (1)	Teachers do not use interactions that foster positive engagement	

	• Classroom norms and behaviors are not present or used. • Little focus is on developing or maintaining relationships.	

Sub category 2-Relationships with Parents/Families

HIGHLY **EFFECTIVE (4)**	• Interactions and strategies that foster positive engagement are regularly and extensively used • Proactive and regular communication strategies are utilized • Parents are seen and treated as partners in the educational process of their children	**EVIDENCE**
EFFECTIVE (3)	• Interactions and strategies that foster positive engagement are used • Periodic communication strategies are utilized • Parents are seen and treated as important in the educational process.	
IMPROVEMENT NECESSARY (2)	• Interactions and strategies that foster positive engagement are used on a limited basis. • Regular communication strategies are not used with families. Parents are seen as a possible resource to help teachers.	
INEFFECTIVE (1)	• There are no interactions or strategies used to connect with parents. Parents are viewed as a problem for the teacher.	

Sub category 3-Relationships with the community

HIGHLY **EFFECTIVE (4)**	• Constantly reaches out to the community to develop mutually beneficial partnerships within the community. • Constantly portrays the school or school district in a favorable position with the community. • Constantly seeks to provide opportunities for students to positively contribute to the community.	
EFFECTIVE (3)	• Regularly reaches out to the community to develop mutually beneficial partnerships within the community. • Portrays the school or school district in a favorable position with the community.	

	• Seeks to provide opportunities for students to positively contribute to the community.	
IMPROVEMENT NECESSARY (2)	• Occasionally reaches out to the community to address needs • Does not consider how the community views the school or district. • Occasionally seeks opportunities for students to positively contribute to the community.	
INEFFECTIVE (1)	• Does not communicate with or reach out to the community. • Views community as distraction to the educational process.	

Sub category 4-Learning Environment		
HIGHLY EFFECTIVE (4)	• Works in collaboration with learners (when appropriate) to create a safe, respectful learning environment where there are high expectations and support for student learning • Establishes and continuously enhances a culture for learning, persistence and respect. • Share these strategies with other peers and colleagues. • Establishes and refines a physical structure that promotes learning • Works in collaboration with learners to establish and maintain expectations for learning environment and behavior management • Monitors the classroom environment and makes constant adjustments to maximize learning	
EFFECTIVE (3)	• Creates a safe, respectful learning environment where there are high expectations and support for student learning • Establishes and continuously enhances a culture for learning, persistence and respect • Establishes and refines a physical structure that promotes learning • Establishes and maintains expectations for learning environment and behavior management • Monitors the classroom environment and makes constant adjustments to maximize learning	

IMPROVEMENT NECESSARY (2)	• Still working to create the foundations for a respectful learning environment. High expectations for learning are not communicated/shared with students. • Has not created a physical structure that promotes learning and has failed to establish foundational expectations for behavior management.	
INEFFECTIVE (1)	• Does not create a respectful learning environment or communicate high expectations • Does not have a physical classroom structure to reflect safety or learning standards. • No or minimal classroom management expectations are in place.	

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Theme IV Student-Centered Instruction (measured through PLC work and feedback from the evaluator

</div>

Sub category 1-Learning Targets		
HIGHLY EFFECTIVE (4)	• Plans appropriate learning targets based on established curriculum and input from the PLC. • Designs instruction and learning strategies based on student needs, standards and PLC learning goals. • Helps to design formative assessments, uses these formative assessments to gather data on student learning. • Shares the results of assessments in PLC meetings and contributes to collaborative conversations about how to improve student learning.	
EFFECTIVE (3)	• Plans appropriate learning targets and instruction based on student needs, standards, school and district expectations, formative assessment, and content knowledge	
IMPROVEMENT NECESSARY (2)	• Plans lessons with learning targets in mind. • Does not engage the students in understanding the learning targets. • Does not utilize learning targets to assess student learning or progress.	
INEFFECTIVE (1)	• Does not plan lessons utilizing learning standards or learning targets.	

Sub category 2-Use of Learning Strategies		
HIGHLY EFFECTIVE (4)	• Constantly engages students in processing content during instruction • Consistently uses questioning techniques that promotes active learner engagement and higher level thinking • Develops structure and pacing of lesson based on constant monitoring of student learning and engagement. Actively shares learning strategies with peers and PLC members.	
EFFECTIVE (3)	• Engages students in processing content during instruction • Uses questioning techniques that promotes active learner engagement and higher level thinking • Provides proper structure and pacing to maximize student learning	
IMPROVEMENT NECESSARY (2)	• Most of the instruction is teacher directed teaching. Occasionally, some student participation is utilized.	
INEFFECTIVE (1)	• Only teacher-directed teaching is used.	

Sub category 3-Monitoring and Adjusting Instruction		
HIGHLY EFFECTIVE (4)	• Original instruction is developed based on the learning needs of students. • Adjustments are made based on diagnosis of learning during instruction. • Learning interventions are implemented to assist learners with success. • Provides learners with clear and specific feedback. • Rechecks learning after new intervention is implemented.	
EFFECTIVE (3)	• Instruction is adjusted based on evidence of student learning. • Provides learners with feedback • Monitors student learning • Checks for their understanding of concepts and content • Adjusts learning strategies based on student needs	
IMPROVEMENT NECESSARY (2)	• Occasional or inconsistent monitoring of student learning is conducted. • When learning difficulties occur, concepts are retaught in the same manner as originally presented.	
INEFFECTIVE (1)	• Majority of instruction is teacher or textbook centered. • No adjustments are made for student learning needs.	

HIGHLY EFFECTIVE (4)	- Assumes a leadership role in the PLC and with colleagues to develop/select appropriate learning measures. - Students exceed expected growth as illustrated in the assessments. - Provides support to other PLC members and colleagues to help them positively impact student growth by using learning measures. - Assists PLC members and colleagues generate ideas for new teaching/learning strategies based on the results of assessments and emerging student needs.	
EFFECTIVE (3)	- Assists in the identification and/or development of learning measures to assess student achievement. - Actively implements student learning measures. - Students show evidence of appropriate growth. - Uses learning measures to make short and long term learning plans and develop tiered support for students.	
IMPROVEMENT NECESSARY (2)	Implements student learning measures but does not understand how to use them in measuring student achievement	
INEFFECTIVE (1)	Does not use learning measures to gage student learning or assessments do not show evidence of student learning.	

Post Observation Conference Questions

Name_____ **Subject**_____ **Date**_____

Tell me how you think the lesson went.

In thinking about your lesson, in which areas do you think your lesson helped students achieve mastery of the objective?

What evidence from the lesson led you to believe this?

If you could teach this lesson one more time, what adjustments would you make to your instruction? Why?

Area of reinforcement (area of strength):

<u>Area of refinement (area of focus)</u>:

Reflecting on our post-conference, what are some areas of strength and areas of improvement for your lesson?

With this conference in mind, what do you think your next steps are?

How can I help?

New Prairie United School District
PLC SMART GOAL WORKSHEET

Date	
School	
Principal	
Leadership Team	

PLAN	*Analyze the Data*	What is the Data Telling Us?	
DO	*Implementation Strategies*	What are we going to do about it?	
CHECK	*Assessing, Maintaining and Monitoring*	When will we check our progress? What is our overall goal?	
ACT	*Response*	Have we taken the right course of action for improvement?	

Appendix A

▲ Solution Tree

Solution Tree, Inc.
Purchase Agreement

Effective January 28, 2021, Solution Tree, Inc. ("Solution Tree") located at 555 N. Morton St., Bloomington, IN 47404 and New Prairie United School Corporation ("Customer") located at 5327 North Cougar Road, New Carlisle, IN 46552 agree as follows:

1. **Summary of Products and Services:** Customer will purchase the following Solution Tree products and services ("Products"). Additional Products may be added in a mutually agreed upon written Addendum.

Products and Services	Total
Professional Development	$20,000.00
Total	$20,000.00

2. **Payment Terms:** Customer will provide Solution Tree with a purchase order made out to Solution Tree, 555 N. Morton St., Bloomington, IN 47404, for the full amount due under this Agreement upon execution of this Agreement (the "Purchase Order Due Date"). A non-refundable deposit of 20% of the total amount due will be invoiced upon execution of this Agreement. All payments are due net 30 days from the actual date of invoice. All past due invoices are subject to a finance charge of 1.5% monthly. Solution Tree will invoice Customer off of the purchase order based on the following schedule:

Description	Payment	Expected Invoice Date
20% Deposit (non-refundable)	$ 4,000.00	Upon execution of Agreement
Professional Development	$16,000.00	Incrementally after each date

3. **Professional Development**

   3.1. **Description of Services:** Solution Tree will provide a speaker ("Associate") to perform the professional development services described in Exhibit A.

   3.2. **Presentation Materials:** Customer will reproduce any handouts and other print materials related to the services and will notify the Associate directly of any deadlines for reproduction.

   3.3. **Venue and Audio/Visual Equipment:** Customer will provide a venue, audio/video equipment, and technical support for all sessions in accordance with the technology requirements described in Exhibit B. Solution Tree may terminate this Agreement if Customer's equipment is not up to the required standard by 30 days prior to the start of the services. If Customer's equipment fails during the services, Customer will still be liable for the full amount.

4. **General Terms**

   4.1. **Intellectual Property:** Customer acknowledges that Solution Tree or Associate owns the copyrights to all tangible or electronic presentation materials, handouts, and/or program books used in conjunction with services performed under this Agreement and that no materials will be

developed specifically for Customer. Solution Tree will retain all copyrights owned prior to entering this Agreement, and Customer may not reproduce any materials not designated reproducible without the express written permission of Solution Tree. All audio, video, and digital recording of the services by Customer is prohibited.
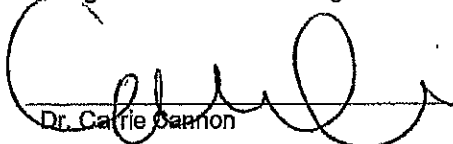
4.2. Force Majeure: If events beyond the parties' control make it impossible to perform under this Agreement, the party unable to perform will not have any liability to the other party for the prevented performance. All obligations unaffected by such an event will remain in place.

4.3. Termination: Solution Tree may terminate this Agreement if Solution Tree has not received a purchase order by the Purchase Order Due Date.

    a.   **Professional Development:** If Customer cancels any Professional Development Services within 90 days of the scheduled date for any reason but Force Majeure, Customer will reimburse Solution Tree for any reasonable business expenses incurred in anticipation of performance of this Agreement that exceed the amount of the deposit. If events beyond the parties' control make performance on the scheduled dates impossible, the parties will use best efforts to reschedule the Professional Development Services.

4.4. Entire Agreement: This Agreement and any exhibits attached hereto constitute the entire agreement of the parties and supersede any prior or contemporaneous written or oral understanding or agreement. No waiver or modification of any of the terms of the Agreement will be effective unless made in writing and signed by both parties, and the unenforceability, invalidity, or illegality of any provision of this Agreement will not render the other provisions unenforceable, invalid, or illegal. Any waiver by either party of any default or breach hereunder will not constitute a waiver of any provision of this Agreement or of any subsequent default or breach of the same or a different kind.

This Agreement is acknowledged and accepted by Customer and Solution Tree:

_____   1-29-21

Dr. Carrie Cannon   Date

Superintendent

New Prairie United School Corporation

_____   Date

Shannon R. Ritz

Vice President of Professional Development

Solution Tree, Inc.

Please email this Agreement to Claudia Greenwell at Claudia.Greenwell@SolutionTree.com or fax to 866.308.3135.

Exhibit A

Description of Professional Development Services

SERVICE 1: Customized Professional Development Workshops (4 days)

Date(s): TBD

Proposed Associate(s): John Eller*

Estimated Number of Participants: TBD

Participant Demographics:
Counselors

Proposed Start Time: TBD

Proposed End Time: TBD

Workshop Location: TBD

Cost of Service: $20,000.00
($5,000.00 per day)

Description of Service:
The Solution Tree associate will work with school and district leadership to design and implement an appraisal and professional growth process based on the strengths and needs of the district. As a part of this project, the associate will provide foundational information about effective counselor appraisal and growth processes, information about the various data sources available to school leaders and counselors to assist them in their supervision and professional growth. The associate will work with district and school leadership to design the appraisal and professional growth program and provide implementation and coaching assistance to leaders to effectively use the new appraisal/professional growth system.

Days may be conducted virtually. Virtual days are up to 6 hours of support.

*Dates are dependent on associate availability.

▲ Solution Tree

Technical Requirements for Virtual Professional Development

If any of the requirements below are not available, please contact your PD Representative immediately.

	PC/Windows	Macintosh
SYSTEM REQUIREMENTS	• Windows 2003 Server, Windows XP, Windows Vista, Windows 7 or above • Internet Explorer 8 or above, OR Firefox 4 or above, OR Chrome 5 or above • Intel or AMD processor (2.4 GHz or More) • At least 2 GB RAM • 700 Kbps or more for simultaneous screen sharing, video, and audio conferencing	• Mac OS X 10.6 or above • Safari 3 or above, OR Firefox 4 or above, OR Chrome 5 or above • 2.4 GHz Intel processor (Core 2 Duo) • At least 1 GB RAM • 700 Kbps or more for simultaneous screen sharing, video and audio conferencing
VIDEO/AUDIO REQUIREMENTS	• A sound card installed in your computer • Microphone and speakers connected to your computer or a telephone with conference-call capabilities • Web camera at one viewing site	
SITE REQUIREMENTS	• Hard line Internet connection • Projector, monitor, or whiteboard to view the IWC session • Suggested: Tech contact in attendance and available for troubleshooting at time of web conference	

Solution Tree

CONTACT INFORMATION

Please provide the following information.

Contact: *Carrie Cannon*
Title: *Asst. Superintendent*
Phone: *574-654-7273*
Email: *ccannon @ npusc. K12 .in . US*
Cell #:
Fax:

Contact: *Ellen Borkowski*
Title: *Deputy Treasurer*
Phone: *574-654-0208*
Email: *eborkowski @ npusc. K12 .in. US*
Fax:

Solution Tree

555 North Morton Street
Bloomington IN 47404
United States

Phone: 800-733-6786
Fax: 812-336-7790

www.SolutionTree.com

Invoice
#S238599
2/25/2021

Bill To

New Prairie United School Corp
5327 N Cougar Rd
New Carlisle IN 46552
United States

Ship To

New Prairie United Sch Corp
5327 North Cougar Road
Attn: Carrie Cannon
New Carlisle IN 46552
United States

AMOUNT DUE

$4,000.00

Due Date: 3/27/2021

PO #	Due Date	Terms	Customer ID	Shipping Method
2021-00000091	3/27/2021	Net 30	109226	Not Applicable

Item	Unit Price	Quantity	Extension
CPD001 PD Deposit	$1,000.00	4	$4,000.00

Deposit for Customized Professional Development Workshops for New Prairie United School Corporation being held February 17-18, 2021 and 2 TBD Dates with PD Associate John Eller.

To pay for this invoice via credit card, please visit payments.solutiontree.com.

Tracking Number(s):

Subtotal	Sales Tax Total	Shipping Cost	Total	Amount Paid	Amount Due
$4,000.00	$0.00	$0.00	$4,000.00	$0.00	$4,000.00

Solution Tree

555 North Morton Street
Bloomington IN 47404
United States

Phone: 800-733-6786
Fax: 812-336-7790

www.SolutionTree.com

Invoice
#S238581
2/25/2021

Bill To

New Prairie United School Corp
5327 N Cougar Rd
New Carlisle IN 46552
United States

Ship To

New Prairie United Sch Corp
5327 North Cougar Road
Attn: Carrie Cannon
New Carlisle IN 46552
United States

AMOUNT DUE

$8,000.00

Due Date: 3/27/2021

PO #	Due Date	Terms	Customer ID	Shipping Method
2021-00000091	3/27/2021	Net 30	109226	Not Applicable

Item	Unit Price	Quantity	Extension
CPD508 Professional Development	$4,000.00	2	$8,000.00

February Session of Customized Professional Development Workshops for New Prairie United School Corporation held February 17-18, 2021 with PD Associate John Eller.
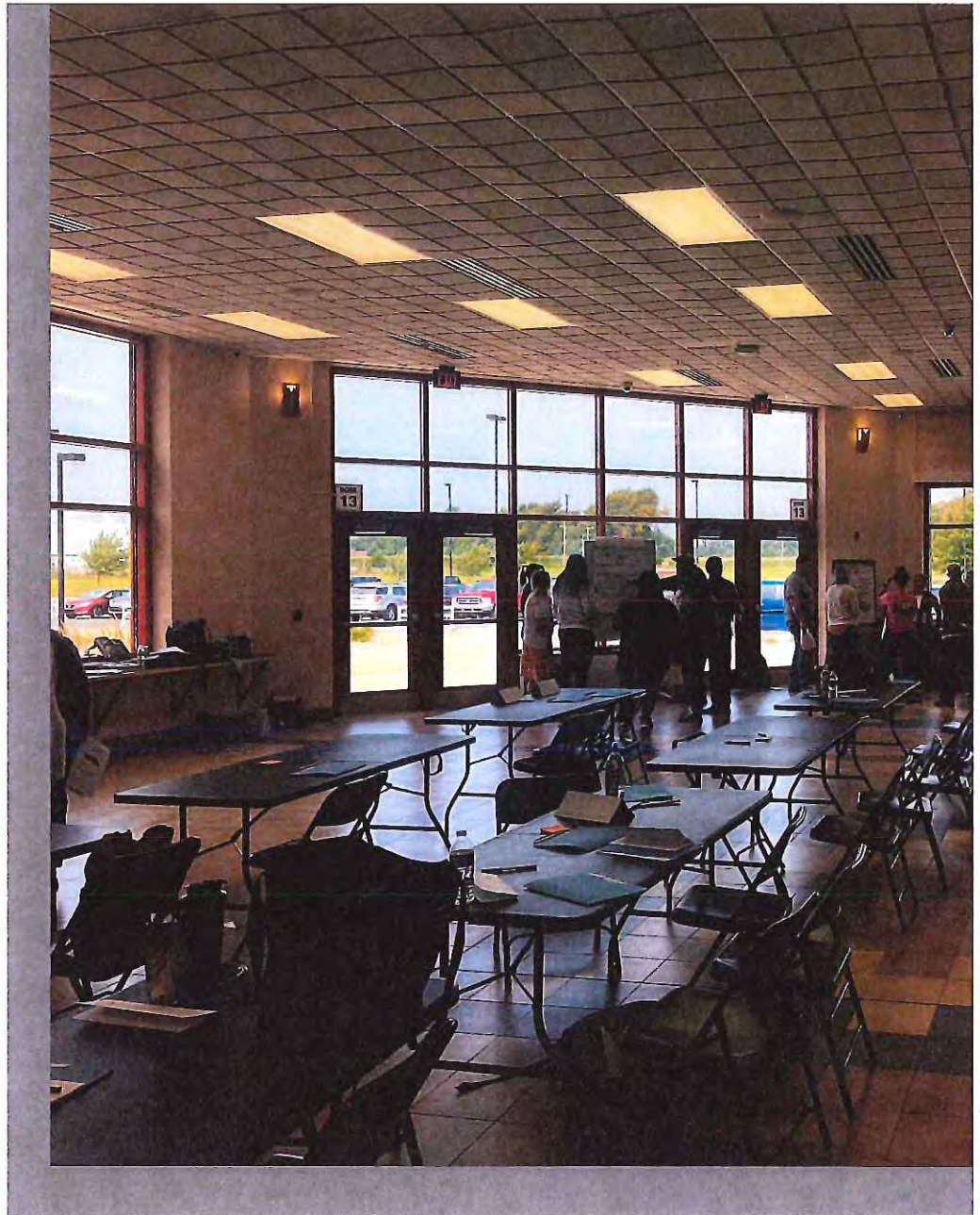
To pay for this invoice via credit card, please visit payments.solutiontree.com.

Tracking Number(s):

Subtotal	Sales Tax Total	Shipping Cost	Total	Amount Paid	Amount Due
$8,000.00	$0.00	$0.00	$8,000.00	$0.00	$8,000.00

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Appendix B

pivot

★ FIVESTAR

Evaluations

The quality of a school's educators directly impacts student achievement. Teachers are the first and foremost resource for providing quality instruction and leadership. Growing and developing an effective staff begins with a smart system for managing and maximizing professional learning opportunities.

The Pivot Staff Evaluations module provides leaders at all levels of the PK-12 education system with a powerful tool to **Collect and Reflect on Evidence, Communicate Securely, Set Goals for Improvement,** and **Monitor Progress Toward Student Learning Objectives.**

☑ **Custom Evaluation Rubrics**
Develop customized rubrics for any staff group such as central office, building admins, certified teachers, related-service providers, and more.

☑ **Student Learning Objectives**
Keep measurable learning at the forefront by developing standards-based learning objectives for students.

☑ **Progress Page**
Having all your evaluation work in one spot helps maximize your efficiency and provide timely and effective feedback to your staff.
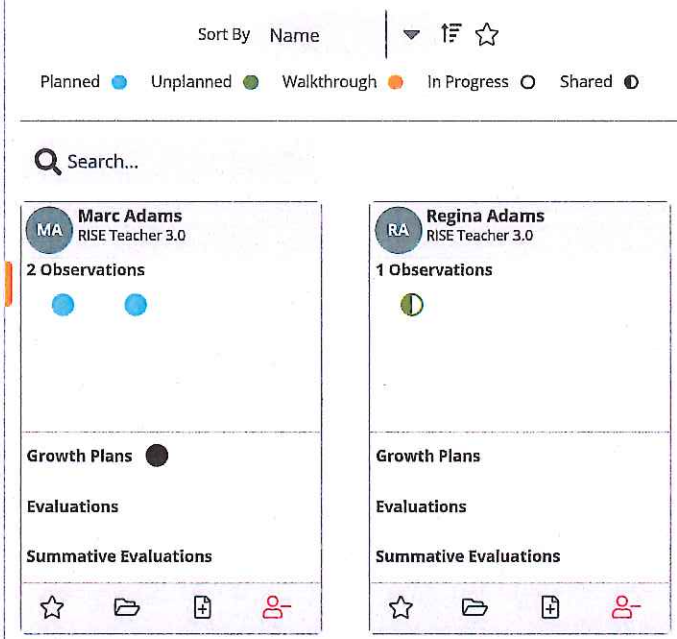
☑ **Customized Weights for Groups**
Assign differentiated evaluation components & corresponding weights to each staff group, making it easy to calculate evaluations.

Plus **Document Upload** to help provide a clearer overall picture of an educator's performance!

Staff Evaluations Dashboard

Sort By   Name

Planned ●   Unplanned ●   Walkthrough ●   In Progress ○   Shared ◐

🔍 Search...

Marc Adams
RISE Teacher 3.0
2 Observations
● ●

Growth Plans ●

Evaluations

Summative Evaluations

☆ 🗁 ⊞ ⛝

Regina Adams
RISE Teacher 3.0
1 Observations
◑

Growth Plans

Evaluations

Summative Evaluations

☆ 🗁 ⊞ ⛝

Easily Set and Manage Evaluating Staff in One Place!

Trends Reporting

Drill down data trends to an individual teacher level to discover areas for growth and facilitate targeted Professional Development.

Bonus: Reports are ready to be exported and sent directly to your state DOE!

Appendix C

Evaluation Plan Website Link

https://www.npusc.k12.in.us/wp-content/uploads/2021/09/SPEP-Part-1-21-22.pdf

NPUSC

New Prairie United School Corporation

Librarian Evaluation

Resource C

Association of Indiana School Library Educators

School Librarian Evaluation Rubric

aisle

It is recommended that this evaluation tool be used at the school library where the majority of the librarian's time is spent.

AISLE School Librarian Evaluation Rubric

Allowable Modifications to the School Librarian Evaluation Rubric

It is recommended that this document be used in its entirety as it is best practice for a school librarian. The following minor edits do not require permission for AISLE:

- Use of the rubric with all domains and competencies

- Addition of the competencies

- Notes added to clarify the domains or competencies

The rubric should not be changed to fit the current job description of the school librarian, but the rubric should be followed as an example of the best practice in the field of school librarians.

Expected levels of Competency – Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools; however, no Domain may fall below 100%

AISLE School Librarian Evaluation Rubric

Domain 1: Purposeful Planning

School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

	Competencies	Level of Performance			
		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Demonstrating knowledge of literature and current trends in library practice and information technology	Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology. - Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.	School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. - Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.	School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. - Librarian reads journals to learn about current trends.	School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.
	Notes 1.1 1. Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals. 2. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library.					

	Competencies		Level of Performance		
		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served	School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues

-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met. | School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.

-The goal for the program is communicated with appropriate stakeholders. | School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.

- The goal for the program is established by not communicated with appropriate stakeholders. | School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students. |

Notes 1.2
1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3	Demonstrating knowledge of resources, both within and beyond the school and district	School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.

Notes 1.3
1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.

		Level of Performance			
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	Developing and implementing a plan to evaluate the library program	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Notes 1.4 1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.				
1.5	Establishing a culture for investigation and love of literature	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
1.6	Establishing and maintaining library procedures	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

	Competencies	Level of Performance			
		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	Organize physical space to enable smooth flow	School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	Notes 1.7 1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.				
1.8	Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations	School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.
	Notes 1.8 1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.				

Domain 2: Effective Instruction

Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

For Competencies 2.2 through 2.5, in order to be highly effective, each competency says that the librarian must show some of the following indicators. We define "some" as at least one. All of the indicators under effective may not be shown in one observation, but should be shown throughout the observation cycle.

		Level of Performance			
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	Creating an environment conducive to learning	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

| 2.2 | Demonstrate and Clearly Communicate Content Knowledge to Students | School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:
-Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding
-Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest
- Explanations spark student excitement and interest in the content
-Students participate in each others' learning of content through collaboration during the lesson
-Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level | School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct

- Content is clear, concise and well-organized
- Librarian restates and rephrases instruction in multiple ways to increase understanding
-Librarian emphasizes key points or main ideas in content
- Librarian uses developmentally appropriate language and explanations
-Librarian implements relevant instructional strategies learned via professional development | School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct

- Content occasionally lacks clarity and is not as well organized as it could be
- Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding
-Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways
- Explanations sometimes lack developmentally appropriate language
- Librarian does not always implement new and improved instructional strategies learned via professional development | School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.

-Librarian may deliver content that is factually incorrect
- Explanations may be unclear or incoherent and fail to build student understanding of key concepts
-Librarian continues with planned instruction, even when it is obvious that students are not understanding content
- Librarian does not emphasize main ideas, and students are often confused about content
-Librarian fails to use developmentally appropriate language |

Notes 2.2
1.   Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

2.3	Engage Students in Academic Content	Librarian is highly effective at engaging students in academic content	Librarian is effective at engaging students in academic content	Librarian needs improvement at engaging students in academic content	Librarian is ineffective at engaging students in academic content
		For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian provides ways to engage with content that significantly promotes student mastery of the objective - Librarian provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Librarian effectively integrates technology as a tool to engage students in academic content	-More than 3/4 of students are actively engaged in content at all times and not off-task -Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Librarian sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content -Librarian may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Librarian does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

Notes 2,3	
1.	The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2.	Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3.	Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4.	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.

2.4	Check for Understanding	School librarian is highly effective at checking for understanding.	School librarian is effective at checking for understanding.	School librarian needs improvement at checking for understanding.	School librarian is ineffective at checking for understanding.
		For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian 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) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping students think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian 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)	- Librarian sometimes checks for understanding of content, but misses several key moments - Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding when doing so would be helpful - Librarian 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 - Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning	- Librarian rarely or never checks for understanding of content, or misses nearly all key moments - Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson

	Notes 2.4
	1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice. 2. Examples of how the teacher may assess student understanding and mastery of objectives: • Checks for Understanding: thumbs up/down, cold-calling •Do Nows/Bell Ringers Turn and Talk/Pair Share - Guided or Independent Practice - Exit Slips

2.5	Modify Instruction as Needed	School librarian is highly effective at modifying instruction as needed. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian anticipates student misunderstandings and preemptively addresses them - Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	School librarian is effective at modifying instruction as needed. - Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Librarian responds to misunderstandings with effective scaffolding techniques - Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	School librarian needs improvement at modifying instruction as needed. - Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Librarian 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 - Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	School librarian is ineffective at modifying instruction as needed. - Librarian 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 - Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques - Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding

2.6	Maximize Instructional Time	School librarian is highly effective at maximizing instructional time. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: - All students are on-task and follow instructions of Librarian without much prompting	School librarian is effective at maximizing instructional time. - Routines, transitions, and procedures are well-executed. - Almost all students are on-task and follow instructions of librarian without much prompting - Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	School librarian needs improvement at maximizing Instructional time. - Routines, transitions, and procedures are in place. - Significant prompting from the librarian is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem	School librarian is ineffective at maximizing instructional time. - There are few or no evident routines or procedures in place. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time
2.7	Assisting students in the use of technology in the Media Center	School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.
	Notes 2.7 1. The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. 2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.				
2.8	Collaborating with teachers in the design of instructional units and lessons	School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.

2.9	Engaging students in enjoying literature and in learning multiple literacy skills	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

Domain 3: Leadership

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

	Competencies	Level of Performance			
		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to school culture	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
	Notes 3.1 1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.				
3.2	Collaborate with Peers	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.
	Notes 3.2 1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty.				
3.3	Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers	Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

3-4	Advocate for Student Success	School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.
3.5	Preparing and submitting reports and budgets	School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
3.6	Communicating with the larger community	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
3-7	Participating in a professional community	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.

3.8	Seek professional skills and knowledge	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
	Notes 3.8 1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.					

Domain 4: Core Professionalism

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

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences.*	Individual has not demonstrated a pattern of unexcused absences.*
2	On-Time Arrival	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).	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).
3	Policies and Procedures	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.)	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.)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

*It should be left to the discretion of the corporation to define "unexcused absence" in this context.

1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically e-mails or phone calls returned by within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.

2. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.

3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

Works Cited

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  Curriculum Development, 2007. Print.

Empowering learners: guidelines for school library media programs. Chicago, Ill.: American Association of School Librarians, 2009. Print.

RISE INDIANA. N.p., n.d. Web. 12 Jan. 2012. <http://www.riseindiana.org>.

NPUSC ADDENDUM

THE NUMERICAL SCALE FOR DETERMINING THE FINAL RATING FOR THIS RESPECTIVE POSITION IS:

HIGHLY EFFECTIVE	*4 POINTS*
EFFECTIVE	*3 POINTS*
IMPROVEMENT NECESSARY	*2 POINTS*
INEFFECTIVE	*1 POINT*

NPUSC

New Prairie United School Corporation

Communicating Teacher Evaluation Plan

Resource D

New Prairie United School Corporation Procedures

IC 20-28-11.5-4 (e) (1) and (2)

The Superintendent and Assistant Superintendent of New Prairie United School Corporation meets regularly with the Teacher's Association of NPUSC to discuss and revise the evaluation plan for teachers. The committee met together and collaboratively devised a teacher evaluation plan.

The Superintendent of schools will present to the governing body at the September board meeting for all teachers. If teachers do not attend, then there will be written documentation to sent out to share with entire staff.

D1

The New Prairie United School Corporation

NEW PRAIRIE
UNITED SCHOOL CORPORATION
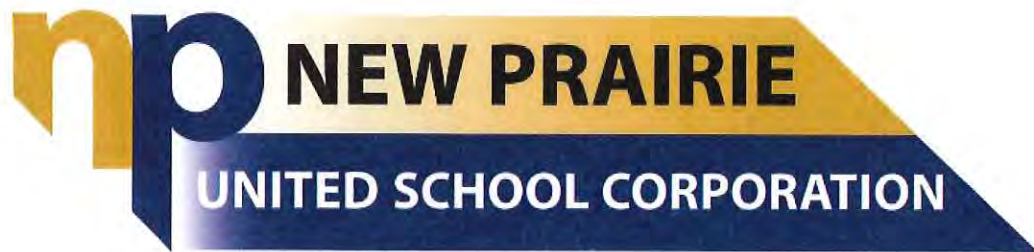
Student Services Growth and Appraisal Process

Resource E

8/20/2021 version

The New Prairie Student Services Professional Growth and Appraisal Process

Background Information

The New Prairie United School Corporation believes in the power of education professionals in the success of its learners. Professionals need support, feedback, collaboration with their colleagues, and access to the latest teaching and learning strategies in order to be successful.

In this spirit of student services professional growth and support, the corporation has developed the New Prairie Student Services Professional Growth and Appraisal Process. This process contains the growth and support Student Services Professionals need in order to help them provide the best learning environments for their children to learn and grow.

The New Prairie Student Services Professional Growth and Appraisal Process will focus on teaching and learning strategies, collaboration, student achievement measures, professionalism, classroom environment, and other measures that help Student Services Professionals learn about their practices while letting them stretch themselves professionally. It will move the primary focus from just measuring and rating Student Services Professionals to encouraging their work in collaboration and professional growth. The Growth and Appraisal Process will recognize the good work already happening in the district while encouraging growth in the priority focus areas of the Corporation.

The primary objectives of the New Prairie Growth and Appraisal Process are to reinforce collaboration and problem-solving strategies in the district such as Professional Learning Communities, Response to Intervention, the development and analysis of common assessments for student learning, collaborative relationships for addressing the changing needs of students such as literacy development, addressing changing demographics, implementing research-proven teaching and learning strategies, adjusting learning opportunities to meet the changing learning needs of students and Student Services Professionals, and other school corporation values and priorities.

The New Prairie Student Services Professional Growth and Appraisal Process will also help meet the diverse and changing needs of Student Services Professionals through a "developmental" process for growth. Throughout the process, there are examples of variable or tiered approaches to supervision designed to meet unique needs of Student Services Professionals.

Goals of the Program New Prairie Student Services Professional Growth and Appraisal Process

Since the professional support and growth of Student Services Professionals is key to the success of the students, the New Prairie Student Services Professional Growth and Appraisal Process is

based on several goals designed to provide opportunities for student services professional growth including:

- Recognizing the hard work and commitment to student success exhibited by the staff
- Reflecting the priorities and shared values within the school corporation
- Building upon the collaborative efforts and professional relationships in place in the Corporation
- Focusing on measuring student services professional skill and performance levels while providing opportunities and strategies for ongoing professional growth
- Providing opportunities for Student Services Professionals to receive support and assistance based on their needs (for example, new student services professional growth support, struggling student services professional intensive assistance, PLC collaborative problem-solving, etc.). These are called "tiered" supports in the process.
- Provide opportunities for Student Services Professionals to receive feedback and support from "alternative sources" other than just classroom observations
- Provide opportunities for Student Services Professionals to work with their peers and colleagues in addition to their administrators for professional growth
- Provide opportunities to set and reach long-term growth through meaningful professional growth goals
- Provide a blend of evaluator feedback and team collaboration to be used in the professional growth process

General Core Expectations/Themes

The following Core Expectations that will guide the growth/appraisal process are based on the culture and needs of the school district:

Major Themes

Theme 1 Collaboration

Theme 2 Professional Responsibilities

Theme 3 Relationships

Theme 4 Student Centered Services

Theme 5 Growth

Theme Details

Theme 1 Collaboration

- Contributes to PLC team (s)
- Provides ideas/solutions related to RtI
- Treats others as partners in decision-making
- Able to look at issues in fair and impartial manners
- Foster partnerships with stakeholders (including parents, students, community)
- Strong, collegial partnerships with administration/leadership and student service team

Theme 2 Professional Responsibilities

- Attendance
- On time
- Respect for leadership, staff, colleagues
- Conducts self in professional and productive manner
- Positive/professional demeanor
- Follows established policies/procedures
- Follows professional organization standards (ASCA, NASW)
  - Confidentiality/privacy
  - Reporting (DCS, admin, parents)
  - FERPA
- Consultation (when unsure)
- Continuing education/PI
- Cultural awareness/social diversity
- Commitment to clients/students
- Conflict of interest
- Advocacy
- Maintain records/documentation

Theme 3 Relationships

- Students
  - SS consistent interaction that foster productive professional relationships
  - Relationships are monitored/adjusted based on student needs

- Family
  - Consistently foster productive relationships
  - Working together with parents to benefit the child
  - Reaching out to develop mutually beneficial partnerships and resources
  - Represent NPUSC in a positive light to the community

- Teachers/Admin/Staff
  - Consistent professional/productive relationships and interactions

- o Forming partnerships and working together to benefit students
- o Open communication and mediation when necessary

- Community
  - o Consistently foster positive relationships
  - o Working together with parents to benefit the child
  - o Reaching out to develop mutually beneficial partnerships and resources
  - o Represent NPUSC in a positive light to the community

Theme 4 Student Centered Services

- Academic development
  - o Utilize data
  - o Student goal setting
  - o Knowledge of current trends

- Career development
  - o Career programming

- SEL development
  - o Curriculum development
    - Character education
    - Student safety and awareness
      - Physical
      - Mental
      - Environmental
    - Diversity
    - Decision-making
- Tiered support
  - o Bx intervention
  - o Crisis intervention
  - o Prevention services

- Student management
  - o 504
  - o Attendance
  - o Testing
  - o Homeless
  - o Data
  - o High ability

Theme 5 Growth

- Attend PD workshops/seeks opportunities to grow and learn- Aligned with PLC practices, school goals, and professional plans
- Utilizes PLC process
- Sets professional growth goals/w benchmarks- page 11 & 16 explanation- pg. 17 rubric
- Assists colleagues with professional growth
- Use reflection and new knowledge /skills to adjust services
- Data supports growth
- Data facilitates reflection

Program Components

New Student Services Professional Induction and Support Process-(A Tiered Student Services Professional Support Process)

Student Services Professionals new to the Corporation, or a school need support and direction in acclimating to their new position. New Student Services Professionals joining the Corporation or a school who come with previous experience may still need support in transferring their previous experience into their new setting. These new student services professional needs can include: information about the students and community, information about their colleagues and peers, information about the curriculum, and other areas of support.

Student Services Professionals who are new to the New Prairie School District will have the opportunity to be involved in a formalized support process during their first 3 years in the district. The support process could include the following elements:

- Support through a mentoring support program
- Support through a new student services professional induction program
- Extensive feedback based on the Core Themes of the Corporations (teaching expectations) conducted by their principal/evaluator
- Extensive support/feedback from PLC teams or their team
- Opportunities for peer observations of the new student services professional and/or opportunities for the new student services professional to observe services conducted by colleagues or peers
- Professional development opportunities that are customized to the needs of the new employee
- Other support strategies identified by the school principal and/or PLC team

Increased Observation and Feedback

Student Services Professionals new to the school will have opportunities to receive more feedback from their principal/evaluator. With each observation, feedback related to district/school corporation core expectations will be provided. New Student Services Professionals will be on the following observation schedule during their first year of employment:

- 1 observation will be conducted during the first month of employment
- At least 4 formal classroom observations will be conducted during the first school year
- The feedback from the observations will focus on the five core themes of the New Prairie Student Services Professional Growth and Appraisal Process listed below:
- At the end of the first semester, a formal conference will be held with the evaluator or building principal. At this conference, the new student services professional will get specific feedback based on how they are doing in relation to the expectations within the 5 theme areas.
- At the end of the 3rd quarter of school, the new student services professional will receive a summative appraisal report outlining their performance and rating their performance within each of the 5 corporation themes. The rating will use one of the 4 rating scales below:

  - **Highly Effective:** A *highly effective* student services professional consistently exceeds expectations. This is a student services professional 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. In aggregate, a highly effective teacher's (student services professional) students have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

  - **Effective**: An *effective* student services professional consistently meets expectations. This is a student services professional 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. An effective teacher's (student services professional) 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 student services professional who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a student services professional who a trained evaluator has determined to require improvement in locally selected competencies reasonably

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believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a student services professional 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.

o **Ineffective:** An *ineffective* student services professional consistently fails to meet expectations. This is a student services professional who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

(Scoring level descriptions adapted from State of Indiana RISE Program booklet)

Since new Student Services Professionals are still learning and growing as they acclimate into their position, the evaluator rating the new student services professional may determine their summative evaluation scores considering the following:

- The previous experience level of the professional
- The performance expectations for a new student services professional compared to more experienced, continuing contract Student Services Professionals *
- The specific assignment or conditions experienced by the new employee

* Using this model, it is most likely that the performance expectations of the new student services professional will increase as that new employee gains experience and job competence. For example: if a new student services professional did not continue to grow as they gained experience, they could receive lower summative scores if their performance levels are flat in subsequent years of teaching.

Specific new student services professional support strategies, goal setting forms, timelines, and other details are provided in the new Student services professional Support Manual

New Student Services Professionals with Previous Experiencing Requiring Less Support

The support given to the student services professional who is new but has previous teaching experience can be modified or reduced by mutual agreement between the student services professional and the primary evaluator (or principal). Criteria to be considered in coming to agreement on reducing or modifying the new student services professional support include:

- Summative evaluation rating scores of "effective" or "highly effective" on the most recent summative evaluation.
- Consensus or agreement between the evaluator and the student services professional that he/she has successfully acclimated to the school or district/corporation and would not benefit from additional support.
- Completion of a waiver agreement form that is filed with the school corporation

(Specific support strategies, goal setting forms, timelines, and other details are provided in the new Student Services Professional Support Manual to be developed)

Existing "Continuing Contract" Student Services Professionals

Student Services Professionals who have attained the status of continuing contract will be involved in the Core Student services professional Growth and Appraisal Process. This process will consist of:

- Evaluation/feedback from their administrator (combination of short and extended observations focused on teaching, professionalism, student achievement, and other factors of the TGAP process)
- Involvement in PLC focused support/feedback
- Set and attain a professional growth goal or goals

Continuing contract Student Services Professionals will have opportunities to receive feedback on their performance from their principal/evaluator. Following each observation, feedback related to district/school corporation core expectations will be provided. Continuing contract student services professional observations will be based on the following:

- Continuing contract Student Services Professionals will be observed a minimum of 2 times each year. The preference will be to have 1 observation be conducted each semester **[The observation timeline will be determined to prevent Student Services Professionals having an observation at the very end of the school year]**
- Observations will be conducted based on the most current Indiana laws or guidelines.
- Principals/evaluators will conduct observations based on their preferences and availability. In some cases, observations may be unannounced, while in other cases, they may want to involve the student services professional in assisting in the scheduling. Principals may use the types of observations listed below or a variation of these types:
  - Unannounced observations (in accordance with the NASW ISCA/ACA code of ethics)
  - Announced or scheduled observations

- o Several "short" or drop-in, or walk-through observations **[A minimum amount of time for a single observation will need to be determined to ensure fairness for the teacher/administrator.]**

- After each observation, a conversation or conference will occur between the student services professional and the principal/evaluator. The conversation will be focused on the attributes observed during the observation and how they relate to the Themes of the New Prairie School Corporation. The conversation may take the following forms or variation of these forms:
  - o A formal conference shall happen after the lesson where the principal/evaluator meets with the student services professional to discuss the lesson.
  - o An informal conversation between the principal and student services professional occurring soon after the lesson. This conversation will be formative in nature. The formative feedback will build toward the summative evaluation and eventual rating of the teacher's performance based on the 5 Core Theme of the Corporation. Some examples of possible formative feedback conversations could include:
    - A brief conversation in the classroom or learning environment after instruction when the student services professionalism free to talk.
    - A brief conversation after the class or instructional period when the student services professionalism free to talk.
    - A brief conversation during the teacher's preparation time or after school if the student services professionalism free to talk.
  - o After each conversation, the principal/evaluator can choose to develop and share a summary of the conversation related to the observation with the teacher. This summary will be formative in nature. In this formative conference summary, the principal/evaluator should share the following:
    - A brief summary of the lesson or instructional period observed
    - A brief summary of the main points discussed in the lesson
    - A brief summary of the professional's perspective or comments during the conversation
    - If possible, the principal/evaluator may provide feedback about how the student services professionalism progressing toward the expectations in the Core Themes of the Corporation.

- During the evaluation period, the principal will gather data to help inform the overall performance of the teacher. Data from a variety of sources that align with the Core Themes will be considered for the summative evaluation rating of the teacher. When data is being considered for use in formative assessment leading to a summative assessment, the principal/evaluator should hold a conference/conversation with the teacher, plus issue a summary of that conversation to the teacher.

Student Services Professional-Principal Collaboration in the Data Gathering and Analysis Process

Because the appraisal and observation processes have the capacity to gather only a limited amount of the data that's associated with a student services professional's student intervention efforts, Student Services Professionals are encouraged to partner with their principal/evaluator to provide data that can be used to more accurately describe their performance. For example: Observing a student services professional interact with students inside their classroom setting does not allow the principal to observe how that student services professional works collaboratively with the student's parents. It may be helpful for the student services professional to gather and provide data for the principal to include in their analysis within the Core Themes to help establish formative and summative scores. Once the principal has analyzed the data, she/he should work with the student services professional to share where the data "puts" the student services professional within the 4 levels of the rating scale. In analyzing the data, the principal should take both the quality of the information and the quantity or frequency of the data. For example: If a student services professional reached out to parents once to develop a partnership, the data documenting that effort may not carry as much weight in the scoring as a student services professional who consistently reached out to form strong partnerships may have in the scoring process.

Student Services Professional Growth Goal Setting

In the New Prairie Student services professional Growth and Appraisal Process, Student Services Professionals will be required to set and reach professional growth goals. Because of the investment school corporation has made in the PLC process, these professional growth goals can be set in collaboration with the PLC team.

The Student Services Professional Growth Goal Setting Process will be focused on the following:

- Whenever possible, professional growth goals should be based on or support school or PLC goals
- Professional Growth Goals should be developed using a collaborative process between the student services professional and the school principal.
- Professional Growth Goals should be based on the Core Expectation Themes
- Professional Growth Goals can be short-term (1 school year) or long-term (implemented over more than 1 year) in nature. In either case, a yearly summary of the goal process should be completed

A form to assist Student Services Professionals in the Professional Growth Process is included in appendix *

Work-Related Observations (Observations in alternative work settings)

Observations or work samples will help the student services professional and evaluator understand what is happening and provide feedback on this work. In most cases, the observations will be focused on classroom or individual student interventions. These kinds of observations will help the evaluator provide feedback in the core themes.

In some cases, it may be more beneficial for the evaluator to conduct an observation in an area outside of a classroom lesson that can help the student services professional obtain feedback about another important area of their work. For example, a student services professional who works with special needs students to help regular classroom teachers implement inclusion may benefit from an observation of a planning meeting. A student services professional who works with a teacher who places students in community internships may benefit from feedback about a meeting to work out the details of a placement with a potential organizational leader. Observations of alternative situations may be beneficial for both the student services professional and the evaluator.

Observations of student services professional work in settings other than classroom instruction should be collaboratively decided between the student services professional and the principal.

Highly Effective Student Services Professional Option

If a student services professional has been rated as "highly effective" for three consecutive years, that student services professional may elect to work with their building principal to implement alternative evaluation options. The specific criteria used to determine eligibility for this option will include:

- A student services professional interested in participating in this option should have been rated as Highly Effective in at least 3 of the 5 Core Theme areas on their most recent summative evaluation.
- In addition to the Highly Effective ratings, the student services professional interested in the Highly Effective Student services professional Option must have a minimum of Effective ratings in the remaining Core Themes of the New Prairie School Corporation.

Those options could include:

- An opportunity to set a longer term goal that takes more than 1 year to attain
- An opportunity to have observations/feedback based on "alternative data sources" such as using a portfolio, examining student work, observing a parent meeting, or some other alternative source that would help that student services professionals grow beyond a classroom observation

The alternative data option would take the place of extended observations in the classroom. At least 1 short observation would be used to assess the continued effectiveness of the teacher. The principal would still complete the required numbers of observations based on Indiana statute but a portion of the observations would be based on the alternative data focus.

For example, a student services professional may decide to work with their principal on their collaborative efforts with teachers working on inclusion to serve the needs of a child or group of children. The student services professional could work with the principal to get feedback on planning meetings between the special education and regular education teachers.

The student services professional in this option would continue to participate in the PLC feedback utilized in the process for other continuing contract teachers.

Summative Evaluation (Rating) Process

In early May of each school year, the principal/evaluator will use data from the observations, data that has been provided by the teacher, and other data that has been gathered to determine a summative rating in each of the 5 Themes established by the School Corporation. The final summative rating for each of the Core Themes will be based on the 4 scales below:

- **Highly Effective:** A *highly effective* student services professional consistently exceeds expectations. This is a student services professional 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. In aggregate, a highly effective teacher's students have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective**: An *effective* student services professional consistently meets expectations. This is a student services professional 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. An 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 student services professional who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a student services professional who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a student services professional 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* student services professional consistently fails to meet expectations. This is a student services professional who has failed to meet expectations,

as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

(Scoring levels adapted from State of Indiana RISE Program booklet, State of Indiana, Version 2.0)

Theme Descriptions and Rubrics to Guide the Feedback and Development of Student Services Professionals

The following theme descriptions and rubrics have been developed as a way for both Student Services Professionals and administrators to develop common understandings of the expectations in the New Prairie School Corporation. In using the rubrics, please keep the following points in mind:

- Conciseness- Each rubric was designed to provide guidance for the Student Services Professionals and the administrators to have a general understanding of the expectations for Student Services Professionals. The language of the rubrics was kept concise in order to make them less complex and easy to understand and interpret. Not every aspect of the Core Expectation Descriptions is included in the rubric, so the student services professional and administrator will need to engage in a conversation related to the summative scoring.
- Skill and effectiveness progression- The rubric starts on the left with the "ineffective" category and moves toward the "highly effective" descriptions on the right. This progression was purposely designed to reflect the natural progression and student services professional might make in their learning. For an example, a new student services professional might start out in a needs improvement area, but as they grow and learn, they should move to the "effective" or "highly effective" area.
- Quality and Quantity-The development of a final summative score should be based on both the quality of the performance and the quantity of the strategies used by a student services professional during the evaluation period. A student services professional may not need to complete every subcomponent within a rubric area or theme to earn a specific rating in that area. For example, a student services professional may be implementing a highly effective and innovative project where students are reaching out to support the residents of a local nursing facility but not completing other elements in the "highly effective" area on the rubric. The student services professional may earn a highly effective score based on the exceptional quality of the nursing facility program.

- The rubrics are not designed to be "all inclusive"- In the collaboration between the student services professional and their administrator, they may identify strategies that lead to effectiveness that are not presented in the rubric. They may decide that an effective or highly effective summative rating is merited based on the quality of the strategies or evidence.

Theme Descriptions and Scoring Rubrics

Theme 1 Collaboration

- Contributes to PLC team (s)
- Provides ideas/solutions related to RtI
- Treats others as partners in decision-making
- Able to look at issues in fair and impartial manners
- Foster partnerships with stakeholders (including parents, students, community)
- Strong, collegial partnerships with administration/leadership and student service team

Theme 2 Professional Responsibilities

- Attendance
- On time
- Respect for leadership, staff, colleagues
- Conducts self in professional and productive manner
- Positive/professional demeanor
- Follows established policies/procedures
- Follows professional organization standards (ASCA, NASW)
  - o Confidentiality/privacy
  - o Reporting (DCS, admin, parents)
  - o FERPA
- Consultation (when unsure)
- Continuing education/PI
- Cultural awareness/social diversity
- Commitment to clients/students
- Conflict of interest
- Advocacy
- Maintain records/documentation

Theme 3 Relationships

- Students
    - Maintains professional integrity while fostering positive professional relationships
    - Relationships are monitored/adjusted based on student needs

- Family
    - Consistently foster positive relationships
    - Working together with parents to benefit the child
    - Reaching out to develop mutually beneficial partnerships and resources
    - Represent NPUSC in a positive light to the community

- Teachers/Admin/Staff
    - Consistent positive relationships and interactions
    - Forming partnerships and working together to benefit students
    - Open communication and mediation when necessary

- Community
    - Consistently foster positive relationships
    - Working together with parents to benefit the child
    - Reaching out to develop mutually beneficial partnerships and resources
    - Represent NPUSC in a positive light to the community

Theme 4 Student Centered Services

- Academic development
    - Utilize data
    - Student goal setting
    - Knowledge of current trends

- Career development
    - Career programming

- SEL development
    - Curriculum development
        - Character education
        - Student safety and awareness
            - Physical
            - Mental
            - Environmental
        - Diversity
        - Decision-making

- Tiered support
  - Bx intervention
  - Crisis intervention
  - Prevention services

- Student management
  - 504
  - Attendance
  - Testing
  - Homeless
  - Data
  - High ability

Theme 5 Growth

- Attend PD workshops/seeks opportunities to grow and learn- Aligned with PLC practices, school goals, and professional plans
- Utilizes PLC process
- Sets professional growth goals/w benchmarks- page 11 & 16 explanation- pg. 17 rubric
- Assists colleagues with professional growth
- Use reflection and new knowledge /skills to adjust services
- Data supports growth
- Data facilitates reflection

Individual Themes and Rubrics

Theme I-Partnership and Collective Accountability Demonstrated through Collaboration (Supported through a combination of PLC team processes and evaluator feedback)

- Contributes to PLC team (s)
- Provides ideas/solutions related to RtI
- Treats others as partners in decision-making
- Able to look at issues in fair and impartial manners
- Foster partnerships with stakeholders (including parents, students, community)
- Strong, collegial partnerships with administration/leadership and student service team

Rubric for Theme I-Partnership and Collective Accountability Demonstrated Through Collaboration

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and student services professional will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme I-Partnership and Collaborative Accountability Demonstrated Through Collaboration in Student services professional PLCs (Supported/Measured through a combination of PLC team processes and evaluator feedback)			
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1
Is actively and consistently engaged (seeks out) as a member of or a resource to the PLC to proactively plan for and address student learning needs. Actively seeks out opportunities to provide colleagues with ideas, interventions, strategies, and solutions to address student learning issues based on programs and processes that match the culture of the corporation (such as RtI, PBIS, etc.). Works to develop partnerships with colleagues in decision-making and problem-solving. Intentionally shares their professional progress and encourages others to share their progress on their professional growth goals with the PLC. Develops partnerships with stakeholders, (parents, staff, and community) and with school administrators to foster student success.	Is actively and consistently engaged (when asked) as a member of or a resource to the PLC to reactively plan for and address student learning needs. Responds to opportunities to provide colleagues with ideas, interventions, strategies, and solutions to address student learning issues based on programs and processes that match the culture of the corporation (such as RtI, PBIS, etc.). Works to develop partnerships with colleagues in decision-making and problem-solving. Shares their professional progress and encourages others to share their progress on their professional growth goals with the PLC. Develops partnerships with stakeholders, (parents, staff, and community) and with school administrators to foster student success.	Is inconsistently engaged (when asked) as a member of or a resource to the PLC related to student learning needs. Responds to opportunities after repeated requests, then reluctantly provides colleagues with ideas, interventions, strategies, and solutions to address student learning issues. The suggestions are not aligned to the culture of the corporation (such as RtI, PBIS, etc.). Does not develop partnerships with stakeholders or administrators or share their professional ideas or progress with colleagues.	Does not participate in PLC team activities and processes or undermines these processes. Does not share ideas or strategies with classroom teachers.

Theme II- Professional Responsibilities (Supported partially through the PLC team process and partially through feedback from the evaluator)

- Attendance
- On time
- Respect for leadership, staff, colleagues
- Conducts self in professional and productive manner
- Positive/professional demeanor
- Follows established policies/procedures
- Follows professional organization standards (ASCA, NASW)
  - Confidentiality/privacy
  - Reporting (DCS, admin, parents)
  - FERPA
- Consultation (when unsure)
- Continuing education/PI
- Cultural awareness/social diversity
- Commitment to clients/students
- Conflict of interest
- Advocacy
- Maintain records/documentation

Rubric for Theme II-Professional Responsibilities

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and student services professional will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme II- Professional Responsibilities (Measured partially through the PLC team process and partially through feedback from the evaluator)				
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Sub category 1-Maintains professional responsibilities				
Demonstrates leadership in following school and district policies, rules, and guidelines and provides positive direction for peers. Always works within the expectations of the school in supervising students Proactively maintains required records in an accurate manner that is easy for others to understand and interpret. Is a leader in building a positive culture in the school and the corporation. Positively contributes to meetings by leading others to engage and participate. Completes required paperwork, plans, responses, etc. to the appropriate administrators without being asked. Shows respect for corporation leadership, staff, and colleagues. Follows professional association code of ethics. Seeks out opportunities to model professional demeanor, acts in excess of required policies and procedures, models ethical behavior, models advanced application of cultural,	Follows school and district policies, rules, and guidelines Works within the expectations of the school in supervising students Maintains required records in an accurate manner Contributes positively to the culture of the school and district Positively contributes to meetings Completes required paperwork, plans, responses, etc. to the appropriate administrators	Is not consistent in following school and district policies, rules, and guidelines Occasionally works within the expectations of the school in supervising students Maintains minimal records in an accurate manner Does not contribute positively to the culture of the school and district. Is negative or encourages negative behavior at meetings. Completes required paperwork, plans, responses, etc. to the appropriate administrators only when reminded.	Does not follow school and district policies, rules, and guidelines, work within the expectations of the school in supervising students, does not maintain required records in an accurate manner. Is a negative force related to the culture of the school and district. Does not attend or disrupts them. Does not complete required paperwork, plans, responses, etc. to the appropriate administrators	

Theme III Relationships

- Students
  - Maintains professional integrity while fostering positive professional relationships
  - Relationships are monitored/adjusted based on student needs

- Family
  - Consistently foster positive relationships
  - Working together with parents to benefit the child
  - Reaching out to develop mutually beneficial partnerships and resources
  - Represent NPUSC in a positive light to the community

- Teachers/Admin/Staff
  - Consistent positive relationships and interactions
  - Forming partnerships and working together to benefit students
  - Open communication and mediation when necessary

- Community
  - Consistently foster positive relationships
  - Working together with parents to benefit the child
  - Reaching out to develop mutually beneficial partnerships and resources
  - Represent NPUSC in a positive light to the community

Rubric for Theme III-Relationships

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and student services professional will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme III- Relationships (Measured primarily through feedback from the evaluator)				
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Sub category 1-Relationships with Students				
Consistently use interactions that foster positive engagement Appropriate relationship strategies and behaviors are consistently modeled Relationship strategies are constantly monitored and adjusted based on student needs. Shares relationship strategies with colleagues. Relationship strategies are regularly evaluated and adjusted based on student needs.	Regularly use interactions that foster positive engagement Relationship strategies are periodically adjusted based on student needs	Occasionally use interactions that foster positive engagement Classroom norms and behaviors are mainly generated by the teacher. Relationship strategies are not consistent.	Does not use interactions that foster positive engagement Little focus is on developing or maintaining relationships.	
Sub category 2-Relationships with Parents/Families				
Interactions and strategies that foster positive engagement are regularly and extensively used Proactive and regular communication strategies are utilized Parents are seen and treated as partners in the educational process of their children. Relationship strategies are regularly evaluated and adjusted based on student needs.	Interactions and strategies that foster positive engagement are used Periodic communication strategies are utilized Parents are seen and treated as important in the educational process. Relationship strategies are periodically adjusted based on student needs	Interactions and strategies that foster positive engagement are used on a limited basis. Regular communication strategies are not used with families. Parents are seen as a possible resource to help teachers.	There are no interactions or strategies used to connect with parents. Parents are viewed as a problem.	
Sub category 3-Relationships with the community				
Constantly reaches out to the community to develop mutually beneficial partnerships within the community. Constantly portrays the school or school district in a favorable position with the community. Constantly seeks to provide opportunities for the school and students to positively contribute to the community.	Regularly reaches out to the community to develop mutually beneficial partnerships within the community. Portrays the school or school district in a favorable position with the community. Seeks to provide opportunities for the school and students to positively contribute to the community.	Occasionally reaches out to the community to address needs. Does not consider how community views school or district. Occasionally seeks opportunities for to positively contribute to the community.	Does not communicate with or reach out to the community. Views community as distraction to educational process.	

Sub category 4-Colleagues and Administrative Staff				
Constantly works in collaboration with colleagues and administrators to create a safe, respectful learning environment where there are high expectations and support for student learning Establishes and continuously enhances a culture for learning, persistence and respect. Shares these strategies with other colleagues and administrators and colleagues. Constantly monitors the school environment and works with colleagues and administration to make constant adjustments to maximize learning	When requested, works in collaboration with colleagues and administrators to create a safe, respectful learning environment where there are high expectations and support for student learning Establishes and continuously enhances a culture for learning, persistence and respect. When requested, shares these strategies with other colleagues and administrators and colleagues. Monitors the school environment and works with colleagues and administration to make constant adjustments to maximize learning	Working to create relationships with colleagues and administrators to build the foundations for a respectful learning environment. High expectations for learning are not communicated/shared with colleagues and administrators.	Does not work effectively with colleagues and administrators. Has not developed collaborative relationships.	

Theme IV Student Centered Services

- Academic development
  - o Utilize data
  - o Student goal setting
  - o Knowledge of current trends

- Career development
  - o Career programming

- SEL development
  - o Curriculum development
    - Character education
    - Student safety and awareness
      - Physical
      - Mental
      - Environmental
    - Diversity
    - Decision-making
- Tiered support
  - o Bx intervention
  - o Crisis intervention
  - o Prevention services

- Student management
  - 504
  - Attendance
  - Testing
  - Homeless
  - Data
  - High ability

Rubric for Theme IV-Student-Centered Interventions

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and student services professional will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme IV-Student-Centered Interventions (Measured through PLC work and feedback from the evaluator)				
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Sub category 1-Planning for student interventions				
Is able to see need interventions that would be helpful at the corporation, school, classroom and student level. Consistently works either independently or in collaboration with other colleagues to plan and implement appropriate interventions with students in relation to their academic, social-emotional, career, and other needs. These plans and interventions reflect appropriate learning targets based on established curriculum and input from the PLC. Designs and implements student, classroom, or school interventions based on student needs, standards and PLC learning goals. Helps to design and implement formative assessments, uses these formative assessment to gather data on student social-emotional, career, academic and other appropriate needs. . Shares the results of assessments in PLC meetings and contributes to collaborative conversations about how to improve student wellness.	When requested, works either independently or in collaboration with other colleagues to plan and implement appropriate interventions with students in relation to their academic, social-emotional, career, and other needs. These plans and interventions reflect appropriate learning targets based on established curriculum and input from the PLC. Designs and implements student, classroom, or school interventions based on student needs, standards and PLC learning goals. Helps to design and implement formative assessments, uses these formative assessment to gather data on student social-emotional, career, academic and other appropriate needs. . Shares the results of assessments in PLC meetings and contributes to collaborative conversations	Is not able or does not identify, plan, or deliver school, classroom, and student interventions without being requested. Only responds with requested interventions and does not identify or suggest other possible interventions.	Does not plan or deliver school, classroom, or student interventions.	

Theme V-Professional Growth

- Attend PD workshops/seeks opportunities to grow and learn- Aligned with PLC practices, school goals, and professional plans
- Utilizes PLC process
- Sets professional growth goals/w benchmarks- page 11 & 16 explanation- pg. 17 rubric
- Assists colleagues with professional growth
- Use reflection and new knowledge /skills to adjust services
- Data supports growth
- Data facilitates reflection

Rubric for Theme V-Professional Growth

(Not every element listed in the theme description above may be reflected in the rubric. The administrator and student services professional will collaboratively decide on the score based on the quality & quantity of the components implemented during the school year.)

Theme V- Professional Growth (Measured partially through the PLC team process and partially through feedback from the evaluator)				
Highly Effective-4	Effective-3	Improvement Necessary-2	Ineffective-1	
Sub category 1-Reflects on teaching and learning practices				
Consistently engages in self-reflection to improve student services delivery. Seeks multiple sources of reflection and feedback. Actively seeks and uses feedback to improve student services delivery. Shares the ideas formulated in the reflection process with PLC members & colleagues.	Engages in self-reflection to improve student services delivery practices. Uses feedback to improve student services delivery.	Engages in reflection only when required. Tries to justify behaviors when receiving feedback.	Does not engage in reflection or use feedback to improve performance.	
Subcategory 2- Engages in Professional Growth and Development				
Consistently seeks out and participates in professional development that is aligned with PLC goals, school goals, the needs of students, and their own professional development goals. Regularly finds ways to transfer learning from professional development to enhance student services delivery. Consistently shares ideas and strategies they have learned in professional development with PLC team members, colleagues, their administrator, and others who can benefit from their ideas and experiences. When appropriate, provides professional development to their PLC team, colleagues, and others.	Regularly participates in professional development that is aligned with PLC goals, school goals, the needs of students, and their own professional development goals. Is able to use information from professional development to impact student services delivery in their school and the corporation. When appropriate, shares ideas and strategies they have learned in professional development with PLC team members, colleagues, their administrator, and others who can benefit from their ideas and experiences.	Engages in professional growth minimally or in activities not congruent with their needs or the needs of the learners or school. Professional development activities are not aligned with the professional development plan developed collaboratively between the student services professional and the administrator.	Does not engage in professional growth or only engages when directed to engage when directed by the administration.	

Summative Evaluation Form

At the completion of the school year, the data gathered during the year will be analyzed to develop a summative score for each of the 5 Core Themes. Those summative scores will be entered into a Summative Evaluation Form. A copy of the Summative Evaluation Form is included in appendix x of this handbook.

Summative Weighting to Determine an Indiana Student Services Professional Effectiveness Score

The summative information from the Core Themes will be used to determine a final student services professional effectiveness score. At the present time, the State of Indiana is still requiring that a student services professional effectiveness score be developed for each person.

In relation to the Core Themes, the following percentages will be utilized:

Core Theme Area	Percentage or Weight Assigned
Collaboration	10%
Professional Responsibilities	10%
Relationships	30%
Student Centered Services	40%
Growth	10%

Tabulating the Final Student services professional Effectiveness Score

An example of tabulating the results is listed below:

Core Theme Area	Rating (1-4)	Percentage or Weight Assigned	Weighted Rating
Collaboration	4	10%	.4
Professional Responsibilities	3	10%	.3
Relationships	3	30%	.9
Student Centered Services	4	40%	1.6
Growth	4	10%	.4
Total			3.6

Summative Evaluation Scale

This final weighted score is then translated into a rating on the following scale.

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

(Total student services professional rating scale from Indiana RISE implementation handbook, State of Indiana, Version 2.0.)

Process to Help Student Services Professionals Exhibiting Performance Issues: Student services professional Improvement Process-90 Day Improvement Plan

If a student services professionalism exhibiting performance below expectations (improvement necessary or ineffective), the principal may choose to work that student services professional in the Student services professional Improvement Process (90 Day Improvement Plan). In the Student services professional Improvement Process, the evaluator or principal works with the student services professional to develop a growth plan is designed to help the teacher's performance move back into the "effective" range in all theme areas.

Criteria that would qualify a student services professional for the Student services professional Improvement Process could include:

- Concerns related to performance on one or more of the 5 Core Themes that could place the student services professional in the "improvement necessary" or "ineffective" range.
- The performance concern or concerns are of a recent or short-term nature
- Through analysis of the areas of concern and the competencies of the teacher, the principal has determined the student services professional could improve his/her performance through the implementation of an improvement plan.

Details and Requirements in the Student services professional Improvement Process

The Student Services Professional Improvement Process is typically used when a teacher's performance is identified as an "improvement necessary" or "ineffective" in one or more themes within the New Prairie Student services professional Growth and Appraisal Process. The identification can be based on a summative rating score or observed on a regular basis through informal observations by the principal in the classroom of the teacher. Once the principal has met with the student services professional to inform them of the concern area or areas, and has shared examples that illustrate the concern, the principal works with the student services professional to develop an improvement plan designed to improve the performance and alleviate the concern.

- In order to implement an Improvement Plan in the Student services professional Improvement Process, the principal would need to present data that shows that the student services professionalism below expectations in relation to the Core Themes in the New Prairie Student services professional Development and Appraisal Process. The student services professional being presented with the information would have an opportunity to share data that illustrates their perspective on the assessment of the principal. The principal will need to consider the data presented by the student services professional in making a final assessment of the need for the implementation of an Improvement Plan. After considering the teacher's data, the principal will make the final decision of the implementation of the plan.
- An improvement plan could be implemented for a short-term (1 semester) or a long-term basis (1 or more academic years). The duration of the plan would depend on the severity or number of concern areas.
- The Student services professional Improvement Process would comply with all of Indiana's employment laws and statutes.

NPUSC

New Prairie United School Corporation

Athletic Director
Evaluation and Rubric
Resource F

Athletic/Activity Director Evaluation

The evaluator will assess the employee's job performance on the job performance standards/indicators by checking the appropriate column as defined below.

Highly Effective   **Effective**   **Improvement Necessary**   **Ineffective**
HE 4 PTS.   E 3 PTS.   IN 2 PTS.   I 1 PT.

OVERALL MANAGEMENT SKILLS	HE	E	IN	I
1. Successfully coordinates and supervises the extracurricular activity/athletic programs				
2. Coordinates with principal the implementation and supervision of the activity/athletic programs				
3. Assist the principal in the supervision of coaches and others involved in the school athletic program				
4. Submits recommendations to the principal regarding changes in the activity/athletic coach/sponsor staff				
5. Directs the operation, maintenance and all scheduling of all athletic facilities of the school				
6. Performs the responsibilities of the continuous planning, program budget and overall operation of the activity/athletic program				
7. Communicates effectively, orally, and in writing both within and outside the school district.				
8. Coordinates all extracurricular activity transportation				
9. Successfully implements security and safety measures at all extracurricular activities				
10. Conducts an annual inventory of all activity/athletic equipment				
11. Performs all assigned supervisory duties designated by the building administrators				
12. Maintains the academic standards of the local school and monitors the academic progress of all extracurricular participants				
13. Follows all district regulations in the purchase of all equipment and supplies for the extracurricular program				
14. Works within, and appropriately administers policies, rules, regulations and procedures of the district and the IHSAA				
15. Maintains effective interpersonal relationships with peers, supervisors and other staff members				

Related Information:

Comments/Identification of Strengths:

Professional Growth Plan:

****

1. Annual Appraisal   50%

2. Achievement of
   Professional Growth Plan   20%

3. School A – F Grade   30%
****

Athletic/Activity Director	Date

Principal	Date

Superintendent	Date

New Prairie United School Corporation

Assistant Principal

Evaluation and Rubric

Resource G

Below is an example of the weights applied for a principal who

- receives ratings of "Effective" on one domain of the rubric and "Improvement Necessary" on the other → Rubric rating = 2.5
- has a "B" grade on the state accountability system → A-F rating = 3
- Meets one Administrative SLO but not the other → Administrative SLO rating = 2

Example Summative Scoring Chart

	Raw Score	x	Weight	Score
Rubric Rating	2.5		0.50	1.25
A-F Accountability Grade (DOE)	3		0.30	0.90
Admin. SLO Rating	2		0.20	0.40
			Comprehensive Effectiveness Rating	2.55

This final weighted score is then translated into a rating on the following 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

The score of 2.55 (from the example above) maps to a summative rating of "Effective." Evaluators should meet with principals in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when principals return in the fall, depending on the availability of data for the individual principal.

Frequently Asked Questions

Who can evaluate principals? A principal must be evaluated by his/her supervisor, who is usually a superintendent or assistant superintendent. Serving in this role means conducting the minimum number of observations, holding at least the required conferences, approving the Administrative SLOs, and assigning a summative rating. It also means being responsible for the professional growth of principals. Indeed, a major shift with RISE is an expectation that all principal supervisors prioritize their role as developers of leadership talent, as many already do.

What about "secondary" evaluators and/or peer evaluators? A principal supervisor can enlist others in the collection of evidence and can offer judgments on that evidence. But, these additional individuals should not perform any of the required functions in place of the evaluator. Superintendents may also want to create opportunities for principals to support the growth and development of their peers through informal or structured observations. In order to maintain trust within the professional community, superintendents should set clear expectations about how information gathered in this way will be used as part of a principal's evaluation.

RISE specifies a minimum of two observations (this year) but encourages more. How much is enough? Around the country, districts that have adopted a strong ethic around instructional leadership make the observation of principal practice a regular and ongoing occurrence. Principal supervisors should aspire to be in each school they supervise on a monthly basis, and more frequently if case-loads permit.

If I am collecting evidence at the sub-competency level, how do I roll up all of my evidence and judgments into ratings at the competency level? There is no formula for arriving at competency ratings. Evaluators should use their professional judgment and should consider where the preponderance of evidence lies. It is also useful to consider whether there are sub-competencies that have been the focus of a principal's practice; those may have particular weight in determining a competency rating.

Is an Administrative SLO the same as a Teacher SLO? They are similar in that both involve identifying relevant measures of student learning and setting targets for improvement or achievement based on available baseline data. However, there are important differences. While teachers are responsible for a subset of a school's students and often share responsibility with other teachers, principals are responsible for all students. In addition, while teacher SLO's are often particular to a teacher's subject matter, data relevant for principals are available across several subject areas. As a result, there is less complexity needed in the design of the process for writing Administrative SLOs than there is for teachers. For example, principals will not need to group students by levels of preparedness in order to write their Administrative SLOs.

Glossary of RISE Terms

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

Administrative Student Learning Objective: A long-term academic goal, developed collaboratively between principals and evaluators, set to measure student growth and/or achievement.

Beginning-of-Year Conference: A conference in the fall during which a principal and evaluator discuss the principal's prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the "Summative Conference" as well.

Competency: There are six competencies, or skills of an effective principal, in the Indiana Principal Effectiveness Rubric. These competencies are split between the two domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

Domain: There are two domains, or broad areas of focus, included in the Indiana Principal Effectiveness Rubric: Teacher Effectiveness and Leadership Actions. Under each domain, competencies describe the essential skills of effective leadership practice.

End-of-Year Conference: A conference in the spring during which the principal and evaluator discuss the principal's performance on the Principal Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference" as well.

Evaluator: The person responsible for evaluating a principal. Along with other evaluator-related responsibilities, the evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Principals' supervisors serve as evaluators.

Growth: Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

Indiana Principal Effectiveness Rubric: The Indiana Principal Effectiveness Rubric includes six competencies in two domains: Teacher Effectiveness and Leadership Actions.

Indiana Evaluation Cabinet: A group of school administrators and educators from across the state who helped inform the design the RISE model, including the Indiana Principal Effectiveness Rubric.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed for each performance area in each sub-competency in the Indiana Principal Effectiveness Rubric.

Mid-Year Conference: An optional, but strongly recommended, conference in the middle of the year in which the evaluator and principal meet to discuss performance thus far.

Observation: A visit to a school to observe principal practice. Evaluators must undertake at least 2 direct observations, of a minimum of 30 minutes each, in a given school year. Required observations can be announced or unannounced, and are accompanied by mandatory post-conferences including written feedback within five school days of the observation. Evaluators should also undertake indirect observations to assess the systems that principals have put in place.

Post-Conference: A mandatory conference that takes place after a required observation during which the evaluator provides rubric-aligned feedback to the principal.

Professional Development Goals: These goals, identified through self-assessment and review of prior evaluation data, are the focus of the principal's Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Professional Development Plan: The individualized plan for professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The only principals in RISE who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.

Professional Judgment: An evaluator's ability to look at evidence and make an informed decision on a principal's performance without a set calculation in place. Evaluators will be trained on using professional judgment to make decisions.

Professional Practice: Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Principal Effectiveness Rubric and conferences during which evaluators and principals may review additional materials.

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a school's A-F Grade and accomplishment of Administrative Student Learning Objectives.

Sub-competency: There are 23 sub-competencies distributed across the six competencies in the RISE Principal Effectiveness Rubric. Each sub-competency is a discrete concept that is part of the overarching competency, but can be measured across the four levels of performance in the rubric.

Summative Conference: A conference where the evaluator and principal discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data is not available until the summer (coinciding with the Beginning-of-Year Conference).

Summative Rating: The final summative rating is a combination of a principal's Professional Practice rating and the measures of Student Learning. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this resource and the Principal Effectiveness Rubric (PER) exactly as written are considered to be using the *RISE Indiana Principal Evaluation System*. This RISE principal system should be considered separate from the *RISE Indiana Teacher Evaluation System*.

If a corporation chooses to make minor edits to the RISE principal system from the minimum requirements stated below, the system must then be titled "(Corporation name) RISE for Principals," and should be labeled as such on all materials. These minimum requirements for the RISE principal system are as follows:

Professional Practice Component
- Use of the Principal Effectiveness Rubric (PER) with all domains and competencies

Measures of Student Learning
- Two measures of student learning as outlined in the RISE principal system (A-F Accountability and Administrative Student Learning Objectives)
- All minimum requirements around Administrative Student Learning Objectives, including:
    1. Have two goals
    2. Must be measurable
    3. Must be collaboratively set by administrator and evaluator
    4. May be district or school based
    5. Must be based on student learning measures (student data)
    6. Can be growth or achievement
    7. May be based on the whole school population or subgroup populations

Summative Scoring
- Weights assigned to components of the summative model

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of the RISE principal evaluation system (found at www.riseindiana.org), the corporation may no longer use the name "RISE." Corporations can give any alternative title to their system, and may choose to note that the system has been "adapted from Indiana RISE."

Appendix B – Optional Observation and Conferencing Forms

All forms in this appendix are optional and are not required to be used when implementing RISE. Although evaluators should use a form that best fits their style, some types of forms are better than others. For example, the best observation forms allow space for observers to write down clear evidence of principal practice. One such form is included below, but there are many other models/types of forms that may be used. Using checklists for observation purposes is not recommended, however, as this does not allow the evaluator to clearly differentiate between four levels of performance with supporting evidence.

Optional Observation Mapping Form

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

SCHOOL: _____   OBSERVER:_____

PRINCIPAL: _____ .   OBSERVATION SETTING:_____

DATE OF OBSERVATION: _____   START TIME:_____   END TIME: _____

1.1 HUMAN CAPITAL MANAGER	
Evidence	**Indicator**

1.2 INSTRUCTIONAL LEADERSHIP	
Evidence	**Indicator**

1.3 LEADING INDICATORS OF STUDENT ACHIEVEMENT	
Evidence	**Indicator**

2.1 PERSONAL BEHAVIOR	
Evidence	**Indicator**

2.2 BUILDING RELATIONSHIPS	
Evidence	**Indicator**

2.3. CULTURE OF ACHIEVEMENT	
Evidence	**Indicator**

OVERALL STRENGTHS:	OVERALL AREAS OF IMPROVEMENT:

CURRENT PRINCIPLE RISE

■ SLO ■ PER
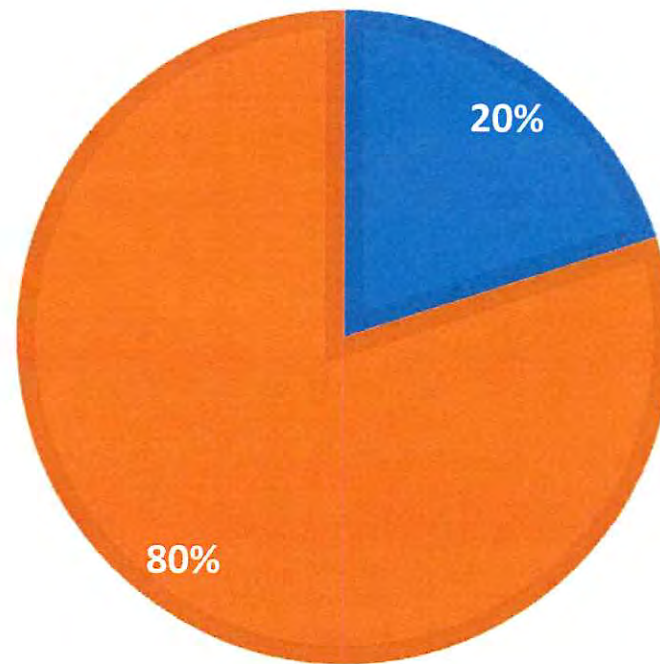
New Prairie United School Corporation

Principal Evaluation and Rubric

Resource H

Indiana Principal Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day—teachers. Indiana is committed to effectively supporting teachers and to ensuring the success of every student. Doing so requires that every school in the state is led by effective principals, as these school leaders have a tremendous impact on both teacher effectiveness and student learning.

As a starting point for increasing principal effectiveness, we need fair, credible and accurate annual evaluations to differentiate principal performance and to support their professional growth. With the help of educators throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Whether or not corporations choose to implement RISE, the Department's goal is to assist corporations in developing or adopting models that comply with Public Law 90, and are fair, credible, and accurate. Regardless of model or system, evaluations must:

- **Be Annual:** Every principal, regardless of experience, deserves meaningful feedback on their performance on an annual basis.

- **Focus on Student Growth and Achievement:** Evaluations should be student-focused. First and foremost, an effective principal creates the conditions for all students to make academic progress. A thorough evaluation system includes multiple measures of principal performance, and growth and achievement data must be one of the key measures.

- **Include Four Rating Categories:** To retain our best principals, we need a process that can truly differentiate the performance of our best school leaders, and give them the recognition they deserve. If we want all principals to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

Indiana's State Model on Principal Evaluation

Background/Context

RISE was designed to provide a quality system that local corporations can adopt in its entirety, or use as a model as they develop evaluation systems to best suit their local contexts. A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the RISE principal evaluation system. These individuals dedicated their time and expertise to develop a system that represents excellence in leadership and serves to guide principal development.

A meaningful principal evaluation system reflects a set of core convictions about leadership. From the beginning, the Indiana Department of Education sought to design a model evaluation system focused on effective leadership practice and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. The IDOE designed the RISE principal evaluation system based on four core beliefs about principal evaluation:

- **Principals matter.** There are two things that account for most of what schools contribute to increased student learning: teacher practice and principal practice. While individual teachers have the most significant impact on the students they serve, the school leadership plays a critical role in boosting teacher effectiveness and teacher satisfaction. Furthermore, research clearly points to principals as having a significant, independent effect on student learning.

- **The job of principals has changed.** Along with our understanding of the impact of principals, we have developed a more sophisticated understanding of the actions that principals take to drive higher levels of student achievement. RISE puts a premium on those actions in the evaluation of each and every principal.

- **Principal effectiveness needs to be recognized and emulated.** Unfortunately, many evaluations treat principals like interchangeable parts—rating nearly all principals the same and failing to give principals the accurate, useful feedback they need to do their best work in schools. We need to create an evaluation system that gives principals regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each principal's success in leading his or her school to higher levels of performance.

- **A new evaluation system will make a positive difference in principals' everyday lives.** Novice and veteran principals alike can look forward to detailed, constructive feedback, tailored to the individual needs of their schools and students. Principals and corporation leaders will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

Timeline for Development

The timeline below reflects the roll-out of the state model for principal evaluation. Public Law 90, passed in April of 2011, requires statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. This handbook reflects the refined model of the original system. Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation in school year 2012-2013. Though corporations are encouraged to choose the evaluation system that best meet the needs of their local schools and principals, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by the Indiana Department of Education to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

Figure 1: Timeline for RISE design and implementation

* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 requirements. The RISE model is an option and serves as a resource for corporations, but is not mandatory.

Performance Level Ratings

Each principal will 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.

Overview of Components

The principal's role is a highly complex one. RISE 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 Indiana 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.
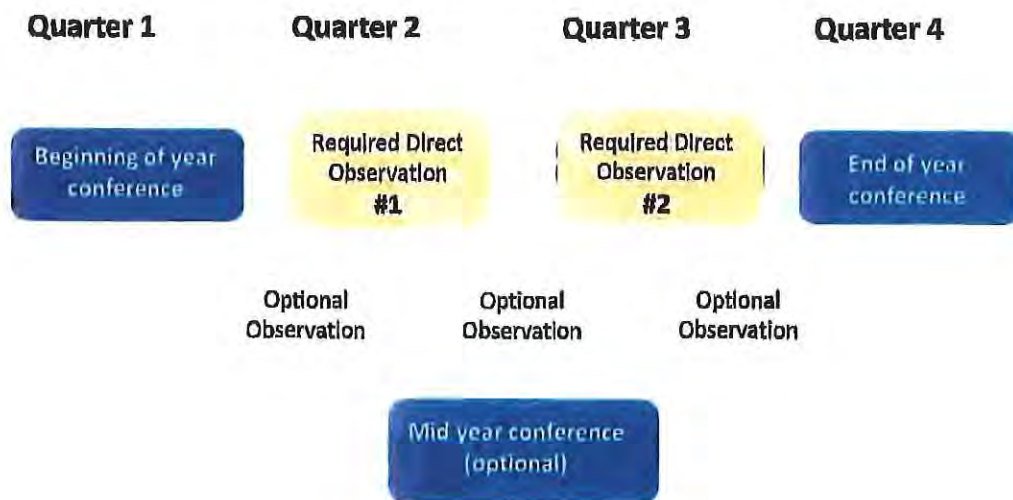
Evaluation of Other Administrators

The RISE Principal Evaluation and Development System (referred to simply as RISE through the rest of the document) was created with principals in mind and may not always be appropriate to use to evaluate other school or district administrators. Though certain components of RISE can be easily applied to individuals in other administrative positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles. Corporations that modify RISE or adapt a different system for administrators other than principals are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for principals and this version of RISE meets the minimum requirements specified in Appendix A.

Timeline for Principal Evaluation

Evaluation is an annual process and tracks the arc of the school year, as shown in the figure below.

Figure 2: Sample Principal Evaluation Timeline

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Beginning of year conference	Required Direct Observation #1	Required Direct Observation #2	End of year conference
	Optional Observation	Optional Observation	Optional Observation

Mid year conference (optional)

At the beginning of the year, the principal and evaluator meet for a **beginning-of-year conference**. This is an opportunity to discuss the principal's prior year performance, review the Administrative Student Learning Objectives written by the principal, and map out a plan for the year. Evaluators and principals should leave the conference with clarity on:

- The Administrative SLOs;
- The areas of practice that will be the focus for a principal's work and an evaluator's support throughout the year; and
- A plan for regular observation and feedback (with an understanding that the evaluator may visit unannounced as well).

Throughout the school year, the evaluator collects evidence, including two **required direct observations** and, preferably, numerous additional direct and indirect observations. Each of these observations is accompanied by feedback to the principal.

A strongly recommended but optional element of RISE is a mid-year conference. Held in the middle of the year, this is an opportunity for the evaluator and principal meet to discuss performance thus far. Evaluators can prepare for this conference by reviewing observation notes and feedback to date, while the principal can use it as an opportunity to share interim student learning data that demonstrate progress toward accomplishment of Administrative SLOs.

In the spring, evaluators and principals meet for an end-of-year conference. This is an opportunity to review the principal's performance on all of the competencies of the Principal Effectiveness Rubric and, if available, data supporting the accomplishment of Administrative SLOs.

It is important to note that, depending on when all the data necessary for assigning a summative rating are available, either the beginning-of-year or end-of-year conference will also serve as a summative conference. This is when the evaluator shares his/her summative rating of the principal, reviewing the principal's areas of strengths and development for the year.

Component 1: Professional Practice

Indiana Principal Effectiveness Rubric: Background and Context
The Principal Effectiveness Rubric was developed for four key purposes:

1. **To shine a spotlight on great leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.

2. **To provide clear expectations for principals:** The rubric defines and prioritizes the actions in which effective principals must engage to lead breakthrough gains in student achievement.

3. **To help principals and their managers identify areas of growth and development:** The rubric provides clear language differentiating levels of performance, so that principals can assess their own performance and identify priority areas for improvement in their practice.

4. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings.

While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPHP Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

Indiana Principal Effectiveness Rubric: Overview

The rubric is divided into two domains – (1) Teacher Effectiveness and (2) Leadership Actions. Discrete competencies within each domain target specific areas upon which effective principals must focus.

Figure 3: Domains and Competencies

Domain 1: Teacher Effectiveness

1.1 Human Capital Manger
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

It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and building manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation tool that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

The Indiana Principal Effectiveness Rubric

In Appendix C of this handbook, you will find the Principal Effectiveness Rubric. Supporting observation and conference documents and forms can be found in Appendix B.

Collecting Evidence on Principal Practice

In RISE, administrators who supervise principals will serve as the formal evaluators for principals. They will be responsible for approving the Administrative Student Learning Objectives set by principals, conducting observations, providing feedback, monitoring progress, and assigning final ratings (several of these steps are described in subsequent sections). This expectation stems from our belief that these administrators – usually superintendents and assistant superintendents – need to focus their role (as many already do) on developing leaders in their corporations. So, throughout this section, we refer to evaluators with these individuals in mind.

A Note about "Primary" and "Secondary" Evaluators: For those familiar with the use of "primary" and "secondary" evaluators in the RISE Teacher Evaluation System, there are some important differences to note in the RISE Principal Evaluation System. Principal supervisors, either superintendents or assistant superintendents, may ask other trained evaluators who have a record of effective school leadership to assist in the evaluation process by collecting *additional* evidence and providing feedback to principals. However, principal supervisors are responsible for collecting evidence themselves through the two required observations, and for reviewing all information collected throughout the year and determining a summative rating.

In order to accurately and comprehensively assess principal practice on the RISE Principal Effectiveness Rubric, evaluators should collect four types of evidence:

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).

Principal supervisors must <u>directly</u> observe principals at least two times over the course of the year, for at least 30 minutes per visit. Observations may be announced or unannounced and evaluators may choose to use their visits as an opportunity to collect other evidence, including indirectly observing key systems that the principal has established. After each required observation, the evaluator must, within five school days, provide written and oral feedback to the principal on what was observed, and how evidence maps to the rubric.

Evaluators should treat these observation requirements as a bare minimum and strive to observe principal practice — directly and indirectly — significantly more. In fact, while the minimum requirement is two observations in year one of RISE implementation, in future years RISE will likely require a higher number of observations. While other aspects of evaluation (e.g., collection of artifacts of practice) are important, the professional relationship forged through observation and substantive feedback is a critical feature of a strong evaluation system. While this represents a significant shift from current practice for many superintendents and principals, it is a shift that will have powerful effects on the quality of leadership and, by extension, on the instruction that students receive.

Figure 4: Principal Observation Requirements

Observation Type	Length (min.)	Frequency	Pre Conference	Post Conference	Written Feedback	Announced?
Required	30 min.	2/yr	Optional	Yes	Within 5 days	Optional
Optional	Varies	3/yr (suggested)	No	Optional (encouraged)	Optional (encouraged)	No

It is essential that during observations the evaluator take evidence-based notes, writing specific instances of what the principal and others said and did. The evidence that evaluators record during the observation should be non-judgmental, reflecting a clear and concise account of what occurred in the observation. The difference between evidence and judgment is highlighted in the examples in Figure 5 below for both direct and indirect observation.

Figure 5: Evidence vs. Judgment

Evidence	Judgment
DIRECT OBSERVATION	
P: (During staff meeting): P discusses SLOs with teachers "... all teachers need to develop SLOs by themselves and keep them in their file till the end of the school year."	Principal doesn't promote collaboration and misunderstands the processes around SLOs.
INDIRECT OBSERVATION	
E: (At grade-level team meeting): T's have no written or stated objective for the meeting. T's express confusion about what they should be doing. T:"Let's discuss student behavior during recess"...	Principal has not effectively communicated expectations for how time is used in grade-level planning meetings

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the principal with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide principals interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides principals a good idea of their performance on competencies prior to the end-of-year conference. When mapping, evaluators should consider the evidence at the indicator level, focusing first on the "Effective" column in the rubric then moving up or down the performance levels as directed by the evidence. Figure 6 provides examples of documented evidence mapped to the appropriate indicators.

A word on collecting artifacts and reviewing data: Evaluators should collect enough evidence to help them make accurate professional judgments on the rubric, but should think carefully about the quality, alignment, and purpose of all evidence collected. Collecting large quantities of low-quality, poorly aligned evidence will only burden the principal and the evaluator.

Written artifacts should serve two purposes. First they can supplement observation, providing more evidence that is relevant to an observation. For example, using the direct observation evidence described in Figure 6, artifacts for the first example may include a schedule of RTI meetings or written documentation of the interventions and instructional strategies that were discussed. In the second example, the student performance data reviewed by the principal and teacher in addition to subsequent student performance data related to this concept would provide supporting evidence for the evaluator's rating of the principal for this indicator. As with direct and indirect observations, it is important to ensure that the artifacts and data that are collected align with the competencies and indicators against which the principal's performance is being evaluated. The second purpose of artifacts is to provide evidence on sections of the rubric that might be more difficult to observe directly.

The same purposes apply to reviewing school data as evidence. For example, parent and teacher survey results often provide valuable evidence of a principal's practice across a range of competencies and sub-competencies in the rubric (some notable ones being 1.1.4: Leadership and Talent Development; 1.3.4: Instructional Time; 2.1.1: Professionalism; and 2.2.2: Communication).

Figure 6: Mapping Evidence to Indicators

Evidence	Indicator
E: Conduct RTI meetings weekly with grade level Ts and intervention teachers during their 45 minute planning time.	Orchestrating frequent and timely team collaboration for data analysis. (E – 2.3.3)
P: "This is definitely multiple comprehension strategies; not that they wouldn't continue to practice all of those, but for the purpose of your targeted area it would simplify it to have a single focus. "	Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. (E – 2.3.3)
E: Principal meets with T to review student performance data from an assessment over content delivered during the Ps last classroom observation.	Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality (E – 1.2.2)
P: "The data show that your Ss understand how to identify the main idea of a paragraph. What do the data show regarding your Ss abilities to determine the meanings of complex words using contextual cues? T: Only my top Ss understood that concept. P: What adjustments can you make when you teach this concept to help all your Ss understand? Do you include all Ss in your check for understanding before moving on in the lesson?"	Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. (E – 1.2.2)

Over the course of a school year, the collection of evidence should be significant. This has important implications for how information is maintained and how evaluators think about distilling information for purposes of feedback and ratings. On these fronts, here are some recommendations for evaluators:

- Consider establishing a regular (e.g., monthly) schedule for observation and feedback with principals, while also leaving room for unannounced visits.
- Hold a mid-year conference to assess progress and review actions steps, providing principals with an idea of where they stand and what they need to do to improve or accelerate progress.

- Maintain a file (ideally electronic) for each principal and establish a process for others involved in a principal's evaluation to contribute information as appropriate; in doing so, it is important to be targeted in the collection of information, so as to avoid burdening principals and pulling them from critical leadership work.

<u>Adjusting the Intensity of Evidence Collection</u>

New principals and struggling principals will benefit from early and frequent feedback on their performance. It is expected that evaluators will collect more evidence on the practice of novice and struggling principals than is required for RISE or is typical for more veteran and more effective principals. Evaluators should adjust timing of observations and conferences to ensure all principals receive the support they need.

Novice and struggling principals are encouraged to complete a professional development plan (see the form in Appendix B) with the support of their evaluator. The plan is a tool for principals to assess their own performance and set development goals. Principals utilizing a professional development plan work with their evaluators to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals are formally discussed during a mid-year conference, at which point the evaluator and principal discuss the principal's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Principal Effectiveness Rubric. Although every principal is encouraged to set goals around his/her performance, <u>only principals who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator</u>. This may also serve as the remediation plan specified in Public Law 90. When used as the remediation plan, the timeline for the plan can be no longer than 90 days, and the plans are required to use license renewal credits for professional development activities.
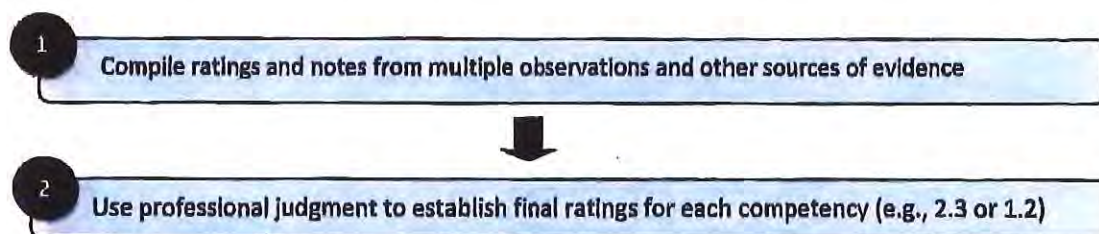
Principal Effectiveness Rubric: Scoring

At the end of the year, evaluators must determine a final principal effectiveness rubric rating and discuss this rating with principals during the end-of-year conference.

Assessing a principal's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how principals lead, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Principal Effectiveness Rubric provides a comprehensive framework for observing a principal's practice that helps evaluators synthesize what they see in the school, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning a principal a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which a principal's practice grew over the year, the principal's response to feedback, how the principal adapted his or her practice to the current situation, and the many other appropriate factors that cannot be directly accounted for in the Principal Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Principal Effectiveness Rubric and the specific context of a principal's school and students.

The final principal effectiveness rating will be calculated by the evaluator in a four step process:

1 Compile ratings and notes from multiple observations and other sources of evidence

2 Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)

Each step is described in detail below.

1 Compile ratings and notes from multiple observations and other sources of evidence

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. They will need to devote time to reviewing all of these materials.

2 Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)

After collecting adequate evidence at the sub-competency level, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. At this point, the evaluator should have ratings for 6 competencies, as shown in this example:

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement

3 Use each competency rating and professional judgment to establish final ratings: Teacher Effectiveness and Leadership Actions

It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement
Competency Ratings	2 (IN)	3 (E)	3 (E)	3 (E)	2 (IN)	1 (IE)

At this point, two final domain ratings are summed and divided by two (since they are of equal weight) to form one score.

(3 + 2) / 2 = 2.5

2.5 is the final rubric/professional practice score

This final rubric/professional practice score is placed in the table below to convey a professional practice rating. In this case the rating of 2.5 translates to Improvement Necessary.

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

The final, raw professional practice score feeds in to a larger calculation for an overall summative rating including school wide measures of student learning. This calculation is described below on pages 26-28.

Component 2: Student Learning

Student Learning: Overview

Many parents' main question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

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

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

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

- *Growth* differentiates mastery expectations based upon baseline performance.

Available Measures of Student Learning

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

- Are accurate in assessing student learning and school impact on student learning

- Provide valuable and timely data to drive instruction in classrooms and to drive instructional decision-making by principals and other school leaders

- Are fair to principals, given the school's grade span and subjects taught

- Are as consistent as possible across buildings

- Allow flexibility for districts, schools, and teachers to make key decisions surrounding the best assessments for their students
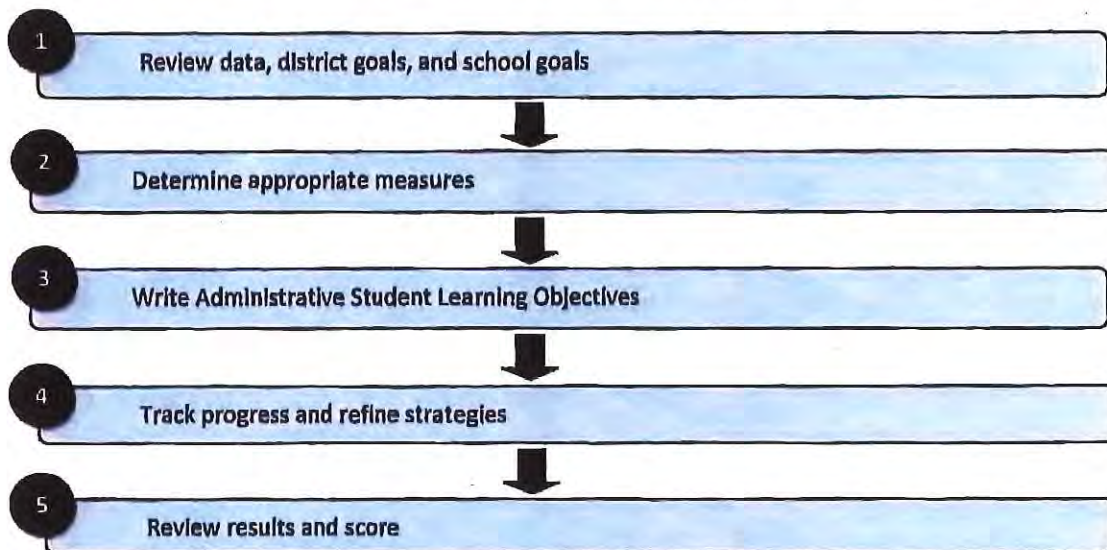
RISE asks principals to take this goal-setting process one step further and set Administrative Student Learning Objectives (SLOs) for themselves. Given a principal's role, these Administrative SLOs can be highly similar — even identical in some cases — to the goals set for the school. Administrative SLOs allow for principals to be assessed against their priority areas of growth in student learning.

In RISE, principals set **two** Administrative Student Learning Objectives at the beginning of the year and are measured by their progress against these objectives.

The process for setting Administrative Student Learning Objectives should follow five general steps:

1   Review data, district goals, and school goals

2   Determine appropriate measures

3   Write Administrative Student Learning Objectives

4   Track progress and refine strategies

5   Review results and score

Each of these steps is described below.

1   Review data, district goals, and school goals

Once summative student achievement data are available for review, corporations should establish learning priorities for the next school year. It is then the principal's responsibility to review those priorities and their school-wide data (i.e., A-F grade, ISTEP/ECA data, subgroup performance, and other relevant data) and work with his/her school community to write a school improvement plan. The goals in the improvement plan should be a starting point for setting Administrative SLOs. Indeed, it is perfectly acceptable for a principal to use his/her school goals as the Administrative SLO's for evaluation purposes.

2 **Determine appropriate measures**

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 are strongly encouraged to carefully assess the rigor of available measures and to use measures well suited for evaluation purposes. One caution is to avoid measures that are explicitly designed for formative student assessment, since adding stakes to such assessments can work at cross purposes to their intended use.

Examples of 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.

3 **Write Administrative Student Learning Objectives**

An Administrative SLO is a long-term academic "SMART" goal that principals and evaluators set for groups of students. There is discretion in the content of the objective, so long as it meets these criteria:

- Must be measurable
- Must be collaboratively set by the principal and evaluator
- May be district or school based
- Must be based on student learning measures (student data)
- Can be growth/improvement or achievement
- May be based on the whole school population or subgroup populations

Using and extending the requirements above, principals should be able to answer these groups of questions affirmatively about each of their SLOs:

1. Is the SLO driving toward the same student learning outcomes that are spelled out in the school improvement plan? Do the school's baseline data suggest that the right groups of students are targeted for improvement or achievement?
2. Does the SLO name the specific assessment tool that will be used to measure student learning and is that assessment tool available to my school? Will I be able to track progress during the year?

3. Do I know what strategies will be implemented in order to get the kind of improvement or achievement that is articulated in the SLO, and, as a result, would I characterize the SLO as ambitious and attainable?

Example Administrative Student Learning Objectives

Elementary & Middle School examples:

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

High School examples:
- The graduation rate for the high school will increase at least 5%, reaching 80% graduation rate by the end of the school year.
- The number of students scoring a 3, 4, or 5 on any AP test will increase from 105 last year to 120 this year.
- The average score on the SAT tests taken from January through May by 10th-12th grade students will increase to 1175.
- The bottom 25% of 10th grade students will increase their average scores on the English 10 ECA by 10 points.
- The number of 10th-12th grade students gaining college credit in dual credit courses will increase from 20 to 35 by the end of the school year.
- The number of career and technical students gaining career-ready certificates will increase from 15 to 30 by the end of the school year.

Non-examples
- The attendance rate at the high school will increase from 75% to 85%.
- The number of average weekly referrals to the office will drop from 36 to 20.

Once the principal writes his/her SLO's, the evaluator must review and approve them. In addition to asking the principal the same three groups of questions noted above, the evaluator should come to agreement with the principal about what it means to "meet," "not meet," and "exceed" the SLO. This is important for scoring.

Consider an example.

Administrative SLO	At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
Exceeds	**30 or more** English Learner students increase by the amount specified
Meets	**Between 20 and 29** English Learner students increase by the amount specified
Does not meet	**Fewer than 20** English Learner students increase by the amount specified

4   Track progress and refine strategies

It is the principal's responsibility to track the data relevant to his/her SLO's and refine his/her leadership strategies accordingly. At the same time, evaluators should take opportunities to review progress on the SLOs during post-observation conferences and/or optional mid-year conferences. Central to this is a regular review of interim and formative data, which should be a part of the ongoing dialogue between a principal and an evaluator.

5   Review results and score

As shown in the table below, principals who exceed both goals earn a 4 on this measure; principals who meet both goals earn a 3; principals who meet one goal but not the other receive a 2; and principals who meet neither goal earn a 1 on this measure.

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

Summative Principal Evaluation Scoring

Review of Components

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

1. Professional Practice: Principals receive a summary rating on their practice as judged against the Principal Effectiveness Rubric. The final, raw rubric score is used in the summative scoring process.

2. Student Learning:

   One based on their Administrative Student Learning Objectives (SLOs), which will be scored at the local level by the evaluator.

The table below shows the points associated with each performance level on each of these measures.

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

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

CURRENT PRINCIPLE RISE

■ SLO ■ PER

NPUSC
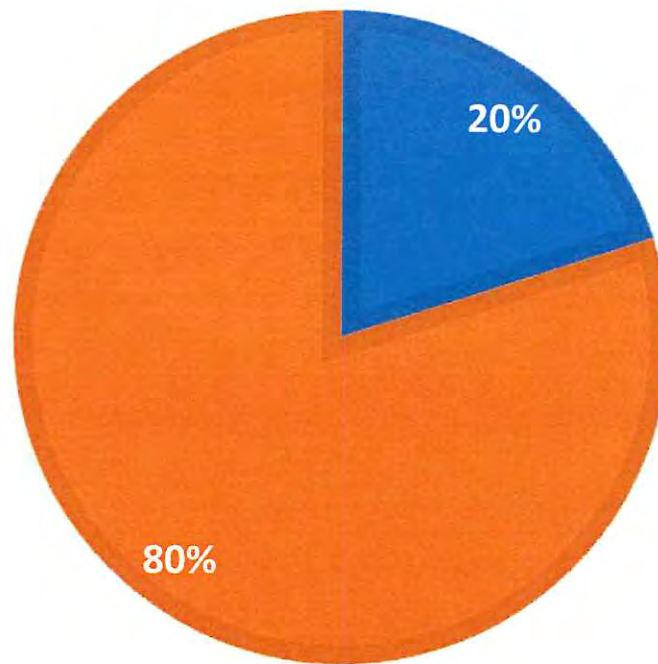
New Prairie United School Corporation

Assistant Superintendent/Curriculum Director

Evaluation and Rubric

Resource I

This rubric was developed using the following resources

- Indiana Content Standards for Educators–District Level Leader
- Massachusetts Model System for Educator Evaluation Guide
- Principal Effectiveness Rubric as a model

Approved by Metropolitan School District of Steuben County Superintendent of Schools.

Domain 1: Instructional Leadership
School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Curriculum Indicator					
1.1.1	Standards – Based Curriculum	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Empowers administrators and teachers to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators and teachers to additional supports as needed. Is able to model this element.	Curriculum Director supports standards based curriculum by: Provides support and assistance for administrators and teachers to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Curriculum Director sometimes supports standards based curriculum by: Provides limited training and/or support to administrators and teachers to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	Curriculum Director does not support standards based curriculum by: Does not set the expectation that administrators and teachers use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.
1.1.2	Curriculum Development Support	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Supports administrators and teachers to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured curriculum with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping	Curriculum Director supports development by: Supports administrators and teachers to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and	Curriculum Director sometimes supports development by: Provides limited training to administrators and teachers on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Curriculum Director does not support development by: Does not state expectations for administrators and teachers that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak

		and identifies specific exemplars and resources in each area. Is able to model this element.	grouping.		strategies for ensuring effective lesson-planning practices.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instruction Indicator					
1.2.1	Instructional Practices	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Sets and models high expectations for planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding instruction.	Curriculum Director supports instructional practices by: Setting and modeling expectations for planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding instruction.	Curriculum Director sometimes supports instructional practices by: While the curriculum director may set expectations for planning, organizing, and supervising a district instructional program based on research-supported best practices regarding instruction, she may not provide adequate support.	Curriculum Director <u>does not</u> support instructional practices: Does not set and model expectations for planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding instruction.
1.2.2	Diverse Learner Needs	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Ensures the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students	Curriculum Director supports diverse learner needs by: Recommending the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional	Curriculum Director sometimes supports diverse learner needs by: Sometimes recommending the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students	Curriculum Director <u>does not</u> support diverse learner needs by: Never recommending the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities,

		students		including high-ability and twice exceptional students

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Assessment Indicator					
1.3.1	Variety of Assessments	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Leads administrator and teacher teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.	Curriculum Director supports use of a variety of assessments by: Supporting administrator and teacher teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Curriculum Director sometimes supports use of a variety of assessments by: Providing administrators and teachers with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Curriculum Director does not support use of a variety of assessments : Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.
1.3.2	Assessment Review	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Leads, plans, facilitates, and supports administrator team review after each round of assessments. Monitors administrators' efforts and successes in this area.	Curriculum Director supports diverse learner needs by: Provides the resources for planning and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice.	Curriculum Director sometimes supports diverse learner needs by: Suggests that administrator meet to review data and plan for adjustments and interventions.	Curriculum Director does not support diverse learner needs by: Does not encourage or facilitate administrator review of assessment data.

Competency		Highly Effective (4)	Highly Effective (4)	Highly Effective (4)	Highly Effective (4)
1.4 Data-Informed Decision Making Indicator					

| 1.4.1 | Knowledge and Use of Data | At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally:

Leads administrator and teacher teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element. | Curriculum Director has knowledge and uses data by:

Guides administrators and teachers and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes. | Curriculum Director sometimes has knowledge and uses data by:

May work with administrators and teachers to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate. | Curriculum Director does not use knowledge and data:

Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately. |
|---|---|---|---|---|---|
| 1.4.2 | District Vision, Mission, Goals | At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally:
Cultivating commitment to and ownership of the district's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision

Completing a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented with annual goals. | Curriculum Director support district vision, mission, and goals by:

Completing a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented with annual goals. | Curriculum Director sometimes supports district vision, mission, and goals by:
Assesses school and district strengths and weaknesses using data that are not carefully analyzed. | Curriculum Director does not support district vision, mission, and goals:

Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district goals or actions. |
| 1.4.3 | Improvement of | At Level 4, a curriculum director fulfills the criteria | Curriculum Director supports diverse learner | Curriculum Director sometimes supports use of | Curriculum Director does not support |

	Performance, Effectiveness, and Learning Using data.	for Level 3 and additionally: Uses multiple data sources to evaluate district performance. Provides administrators and teacher teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and school-wide improvement.	needs by: Uses multiple data sources to evaluate administrator and district performance. Provides administrators and teacher teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.	a variety of assessments by: Shares limited data with administrators and teachers to identify student and/or educator subgroups that need support; provides limited assistance to administrators and teachers in using data to improve performance.	diverse learner needs by: Does not share assessment data with administrators or teachers or provide them with resources and support to use data to make adjustments to school or district plans.

Domain 2: Resource Management
School district leaders' leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Information Systems					
2.1.1	Collaboration And Team Work	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities	Curriculum Director supports collaboration and teamwork by: Setting expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time.	Curriculum Director sometimes supports collaboration and teamwork by: Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success.	Curriculum Director does not support collaboration and teamwork Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities.
2.1.2	Commun-ication	At Level 4, a curriculum director fulfills the criteria	Curriculum Director supports development	Curriculum Director sometimes supports	Curriculum Director does not support

		for Level 3 and additionally: Skillfully and clearly communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, teachers, parents/guardians using a variety of means (e.g., presentations, technology tools, newsletters, Web sites) Uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. Seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.	by: Communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, teachers, parents/guardians using a variety of means (e.g., presentations, technology tools, newsletters, Web sites)	development by: Sometimes communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, teachers, parents/guardians using a variety of means (e.g., presentations, technology tools, newsletters, Web sites)	development by: Does not communicate district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, teachers, parents/guardians using a variety of means (e.g., presentations, technology tools, newsletters, Web sites)
2.1.3	Tools and Systems	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Successfully identifies and uses technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization	Curriculum Director supports identification and use of technology by: Identifying and using technological tools and systems to facilitate communication and collaboration, manage information, and support effective	Curriculum Director sometimes supports identification and use of technology by: using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization	Curriculum Director does not supports identification and use of technology: Does not use technological tools and systems to facilitate communication and collaboration, manage information, and support effective

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
			management of the organization		management of the organization
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Laws, Policies, Ethical Behaviors Indicators					
1.2.2	Laws, Policies, Ethical Behaviors	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Managing and supervising compliance with laws and regulations, such as those governing reporting; financial management; and the rights and responsibilities of students, families, and school staff and Providing the resources and support for all school personnel to understand and comply with state and federal laws and mandates, and district policies.	Curriculum Director complies by: Understands and complies with state and federal laws and mandates, and district policies. Provides the resources and support to ensure district-wide compliance.	Curriculum Director sometimes complies by: May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Curriculum Director does not comply: Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.
		Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student,	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
			appropriately;	family, and staff confidentiality appropriately.	confidentiality.
2.3 Fiscal Systems Indicator					
	Financial Systems	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: When possible; allocates and manages expenditures consistent with district/school-level goals; state and federal guidance; and seeks alternate funding sources as needed. **And** creatively seeks new resources to support district programs and/or reallocates resources from programs identified as ineffective or redundant	**Curriculum Director** supports funding resources by: Develops budgets that align with the district's vision, mission, and goals and state and federal guidance. Allocates and manages expenditures consistent with district/school-level goals and available resources.	**Curriculum Director** sometimes supports funding resources by: Develops budgets that loosely align with the district's vision, mission, and goals, and state and federal guidance or inconsistently manages expenditures and available resources	**Curriculum Director** does not support funding resources: Develops budgets that do not align with the district's goals, or state and federal guidance, or mismanages available resources.

Domain 3: Professional Culture
School district leaders model personal behavior that sets the tone for all student and adult relationships in the district

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 High Professional Standards					
3.1.1	Commitment to High Professional Standards	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Holds a commitment to high professional standards of teaching and learning with high	**Curriculum Director** supports commitment to high professional standards by: Holds a shared commitment to high standards professional of teaching and learning,	**Curriculum Director** sometimes commitment to high professional standards by: May ask administrators or teachers for commitment to high professional standards of teaching and learning	**Curriculum Director** does not commitment to high professional standards: Does not encourage professional standards of teaching and learning or high

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		expectations for achievement for all. Revisits and renews commitment through own professional development.	for all, with high expectations for achievement for all.	with high expectations for achievement for all but does not support and/or model it.	expectations for achievement with the administrator or teachers, and/or may demonstrate low expectations for self.
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.2 Cultural Professional Indicator					
3.2.1	Priorities and Objectives	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center	Curriculum Director supports priorities and objectives by: Establishing yearly, monthly, weekly, and daily priorities and objectives, keeping the highest-leverage activities front and center	Curriculum Director sometimes supports priorities and objectives by: Inconsistently establishing yearly, monthly, weekly, and daily priorities and objectives, keeping the highest-leverage activities front and center	Curriculum Director does not support priorities and objectives : Does not establish yearly, monthly, weekly, and daily priorities and objectives, keeping the highest-leverage activities front and center
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.3 Continuous Learning					
3.3.1	Continuous Learning	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Demonstrates openness and commitment to learning; reflects on personal practice; and relies on data, current research, and best practice to improve own leadership. Is able to model this element.	Curriculum Director supports identification and use of technology by: Reflects on and improves personal practice, sets meaningful professional goals, and develops new approaches in order to improve efficiency and practice.	Curriculum Director sometimes supports identification and use of technology by: May encourage reflection on the effectiveness of data and best practices to adapt practice but does not support administrators in these practices.	Curriculum Director does not supports identification and use of technology: Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection

		Models for administrators how to reflect on the effectiveness of data, research, and best practices to adapt practice to achieve improved results. Supports all educators' professional development as often as is feasible and appropriate.	Leads all administrators to reflect on the effectiveness data, research, and best practices to adapt practice to achieve improved results.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve own efficiency and practice.	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership

Domain 4: Administrator/Teacher Effectiveness
Great Curriculum Directors know that staff quality is the most important in-school factor relating to student achievement. Curriculum Directors develop effectiveness through by providing instructional leadership.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1 Administrator/Teacher Effectiveness					
4.1.1	Support for New Staff	At Level 4, Curriculum fulfills the criteria for Level 3 and additionally: Monitoring the effectiveness of the systems and approaches in place used to support new staff. Demonstrating the ability to increase the entirety or significant majority of staff effectiveness as evidenced by gains in student achievement and teacher evaluation results; Articulating, supporting, and leveraging new staff training associated with the district's stated vision	Curriculum Director supports teachers and administrators by: Consistently using staffs' displayed levels of effectiveness as the primary factor in designing district support systems for newly hired staff. Demonstrating ability to increase most administrators/teachers' effectiveness as evidenced by gains in student achievement and growth; Aligning training with the vision and mission of the district for new staff.	Curriculum Director sometimes supports teachers and administrators by: Occasionally using staffs' displayed levels of effectiveness as the primary factor in designing district support systems for newly hired staff OR using displayed levels of effectiveness as a secondary factor; Demonstrating ability to increase some administrators/teachers'; Occasionally applying the district vision/mission to training of new staff.	Curriculum Director does not support teachers and administrators: Rarely or never using staff effectiveness as a factor Rarely or never demonstrating the ability to increase staff effectiveness Rarely or never applying the district's vision/mission to training of new staff.
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.2 Administrator/Teacher Effectiveness					
4.2.1	Leadership	At Level 4, Curriculum	Curriculum Director	Curriculum Director	Curriculum Director

	and talent development	Director fulfills the criteria for Level 3 and additionally: Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;	develops leadership and talent by: Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	develops leadership and talent by: Providing moderate support and encouragement of leadership and growth as evidenced by not expanding possible positions to accommodate emerging and developing leaders.	does not develop leadership and talent by: Providing no support and encouragement of leadership and growth; Frequently assigns responsibilities without allocating necessary authority.

Curriculum Director Metrics and Summative Scoring

Review of Components

Curriculum Director's summative evaluation score will be based on the following components and measures:

1) Professional Practice – Assessment of leadership outcomes
Measure: Curriculum Director Effectiveness Rubric

2) Student Learning – Contribution to student academic progress

Measure: District-wide Growth Model Data

Scoring

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

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

The final, four domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision.
At this point, each evaluator should have ratings in the four domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1:Instructional Leadership	D2: Resource Management	D3: Professional Culture	D4: Administrator/Teacher Effectiveness
Final Rating	3 (E)	2 (IN)	4(HE)	3 (E)

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

$$3+2+4+3/4= 3 \text{ final practice score}$$

Weighting of Measures

The weights of each measure are provided in the pie chart below.

Curriculum Director

DWL 10%

CDER 70%

A-F Grade 20%
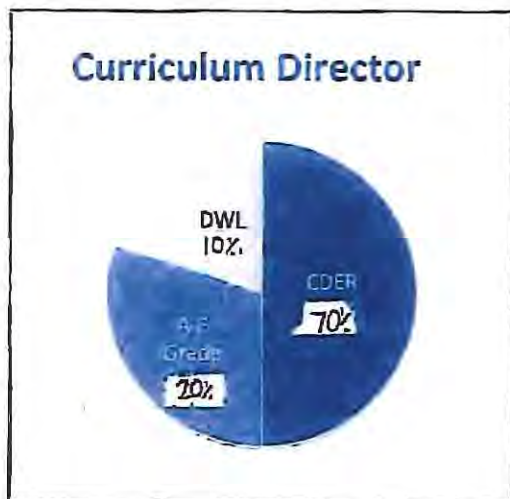
A-F Accountability Grade . The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the DOE to evaluators to include in the evaluation. It is weighted 15% of the Curriculum Director's comprehensive rating.

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

District Growth Model Data (The District Growth Score will be is obtained through its own rating process that incorporates growth from the state Growth Model site. This rating will be provided by the DOE to evaluators to include in the evaluation. It is weighted 10% of the Curriculum Director's comprehensive rating

Median Growth	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
-	Ineffective (IN)	1

ROLLING UP THE SCORE

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

	Raw Score	x	Weight	Score
Rubric Rating			0. 70	
A-F Accountability Grade (DOE)			0. 20	
District Growth Model Data			0. 10	
			Comprehensive	

Effectiveness Rating	

Final Weighted Score

Ineffective	Improvement Necessary	Effective	

| 1.0 | | 1.75 | | 2.5 | | | | 3.5 | | 4.0 |
| Points | Points | | Points | | | | Points | Points | |

Borderline points always round up.

TO: Board of School Trustees, New Prairie United School Corporation

FROM: Jim Dermody

DATE: June 19, 2014

RE: Recommended 2013 – 14 NPUSC Superintendent and Director of Evaluation
& Curriculum Evaluation Instrument Modifications

I am recommending that the NPUSC Superintendent and Director of Evaluation &
Curriculum Evaluation percentages be adjusted for the 2013 – 2014 school year. This
modification is based on the information listed below:

- The weight of current school wide learning (A – F) percentages for the
  Superintendent will be changed from 10% to 20%, while the appraisal
  percentage will decrease from 70% to 60%.
- The weight of current school wide learning (A – F) percentages for the
  Director of Evaluation & Curriculum will be changed from 15% to 20%
  while the appraisal percentage will decrease from 75% to 70%.

NPUSC evaluative instruments will continue to be periodically reviewed for consistency
and genuine effectiveness. These recommended modifications are being submitted for
Board consideration. Thank you.

New Prairie United School Corporation

Superintendent

Evaluation and Rubric

Resource J

ISBA/IAPSS Indiana Superintendent Evaluation Rubric

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.				
1.1 The superintendent effectively recruits, hires, assigns, and retains school leaders.	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.
1.2 The superintendent creates a professional development system for school leaders based on proficiencies and needs.	The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.	Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.	The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.
1.3 The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.	The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.	There is no evidence of effort to develop any leadership skills in others. Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	The superintendent provides evidence of delegation and trust in subordinate leaders.	Employees throughout the corporation are empowered in formal and informal ways.

Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.

The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership. | There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.

The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business. | The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others. | The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment. |
| 1.5 | The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance. | The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.

The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.

The superintendent balances individual recognition with team and corporation-wide recognition.

Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance. | The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team. | The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance. | Formal feedback to the administrative team is nonspecific.

Informal feedback to the administrative team is rare, nonspecific, and not constructive. |

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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.					
2.1	The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.	The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The superintendent has coached school administrators to improve their data analysis skills.	The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data. The superintendent systematically examines data at the subscale level to find strengths and challenges. The superintendent empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.	The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.	The superintendent is unaware of or indifferent to the data.
2.2	The superintendent demonstrates evidence of student improvement through student achievement results.	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.	The superintendent reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.	Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	Indifferent to the data, the superintendent blames students, families, and external characteristics. The superintendent does not believe that student achievement can improve. The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

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 has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement. The superintendent regularly surveys staff and other school community groups in this area regarding their views.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.	The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.				
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 to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2 The superintendent organizes time and projects for effective leadership.	Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. The superintendent applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the superintendent. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.	Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Building Relationships – The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.					
4.1	The superintendent demonstrates effective communication with parents and community.	There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.

Survey data suggests that parents and community members feel empowered and supportive of educational objectives.

The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.

The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation. | The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).

The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.

The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors. | The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.

Initiative for communication more regularly comes from outside entities and not from the superintendent. | The superintendent does not identify groups and potential partners within the community.

The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.

The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation. |
| 4.2 | The superintendent forges consensus for change and improvement throughout the school corporation. | The superintendent uses effective strategies to achieve a consensus for change and improvement.

Guides others through change and addresses resistance to that change.

Systemically monitors, implements and sustains the success of strategies for change. | The superintendent uses effective strategies to work toward a consensus for change and improvement.

Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.

Secures cooperation from key stakeholders in planning and implementing change and driving improvement. | The superintendent occasionally identifies areas where consensus is necessary.

Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.

Asks for feedback from stakeholders but is not yet successful in securing cooperation. | The superintendent fails to forge consensus for change.

Fails to identify areas in which agreement and/or consensus is necessary.

Rarely or never directs or develops a process for change and/or improvement.

Rarely or never seeks feedback or secures cooperation and makes unilateral decisions. |

	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.	The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner. The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.	The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.	The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.
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 mechanisms, such as weekly notes, up-dates, and telephone calls.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members when needed.	The superintendent has little communication with the school board outside of meetings.
4.5	The superintendent encourages open communication and dialogue with school board members.	The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged. The superintendent engages in open discussion with the school board on a consistent basis.	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 and usually to garner support for decisions made by the superintendent.	The superintendent rarely seeks input from the school board and tends to make unilateral decisions.
4.6	The superintendent provides the school board with a written agenda and background material before each board meeting.	The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material.	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)
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.					
5.1	The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.	The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. 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. 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.	The superintendent guides the administrative team in an annual analysis of school and corporation performance. Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. 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.	The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses. Goals are established that may not be focused or measurable. General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses. Limited data is available and a lack of goal-setting is evident throughout the corporation. The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.
5.2	The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	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. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.	The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program. Approved goals are shared and available for the entire community.	The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.	The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.

	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 available supports.	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 limited to students who are struggling academically or behaviorally.	The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.	The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.	The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.	The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support 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	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.	Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, corporation, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.	The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.	Some decisions are based on data, but others are the result of personal preference and tradition.	Data is rarely used for decisions. The predominant decision making methodology is mandated from the superintendent or based on what is popular.
6.2	The superintendent demonstrates personal proficiency in technology implementation and utilization.	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as a model for technology implementation.	The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems. The superintendent utilizes technology within his/her daily responsibilities.	The superintendent has mastered some, but not all, software required for proficient performance. The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.	The superintendent has limited literacy with technology. There is little or no evidence of the superintendent taking a personal initiative to learn new technology.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.3	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).	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures. 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. Monitoring steps are in place to measure operation efficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Periodic review of these procedures is in place. The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.	The superintendent has procedures in place to address the safety of students and staff in the event of a disaster. The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.	The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster. The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.
6.4	The superintendent provides responsible fiscal stewardship.	The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities. Results indicate the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	The superintendent lacks proficiency in using budget to focus resources on strategic priorities.	The superintendent has little proficiency in sound budgetary practices.
6.5	The superintendent demonstrates compliance with legal requirements.	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.	The superintendent is not respectful of legal standards and/or board policy requirements.	The superintendent is unaware of the legal standards and board policy requirements.

Indiana Superintendent Evaluation Rubric Score Sheet

1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	☐	☐	☐	☐	
1.2	☐	☐	☐	☐	
1.3	☐	☐	☐	☐	
1.4	☐	☐	☐	☐	
1.5	☐	☐	☐	☐	
Score					

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.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	☐	☐	☐	☐	
2.2	☐	☐	☐	☐	
2.3	☐	☐	☐	☐	
Score					

3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	☐	☐	☐	☐	
3.2	☐	☐	☐	☐	
Score					

4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	☐	☐	☐	☐	
4.2	☐	☐	☐	☐	
4.3	☐	☐	☐	☐	
4.4	☐	☐	☐	☐	
4.5	☐	☐	☐	☐	
4.6	☐	☐	☐	☐	
Score					

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.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	☐	☐	☐	☐	
5.2	☐	☐	☐	☐	
5.3	☐	☐	☐	☐	
5.4	☐	☐	☐	☐	
Score					

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.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	☐	☐	☐	☐	
6.2	☐	☐	☐	☐	
6.3	☐	☐	☐	☐	
6.4	☐	☐	☐	☐	
6.5	☐	☐	☐	☐	
Total					

Superintendents Goals/Objectives

Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	☐	☐	☐	☐	
2	☐	☐	☐	☐	
3	☐	☐	☐	☐	
4	☐	☐	☐	☐	
5	☐	☐	☐	☐	
6	☐	☐	☐	☐	

Metrics Percentages

for school year: _____

Date Established	_____
Assessment Instrument	_____
Corporation Accountability Grade	_____
Goals / Objectives	_____
Total =	_____

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Superintendent Goals / Objectives

School Corporation: [   ] [   ]

Number of Goals / Objectives: [   ]

Exceeds all goals	HE=4
Meets all goals, may exceed in some	E=3
Meets half of goals	I=2
Meets less than half of goals	IN=1

Board Members

Goal	1	2	3	4	5	6	7	8	9	10	11	12	Board Consensus Rating
1													
2													
3													
4													
5													
6													

Goals/Objectives Score = [   ]

ISBA/IAPSS Superintendent Evaluation Metrics

[Example]: 70% Leadership Outcomes, 20% Superintendent Goals/Objectives, 10% Student Learning Data
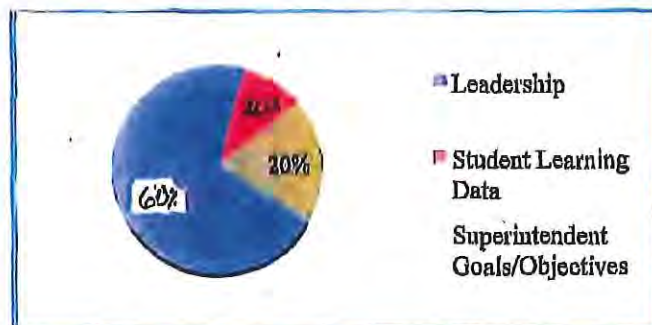
LEADERSHIP OUTCOMES

Effectiveness Rubric (: This score is obtained from the evaluation rating from the ISBA/IAPSS Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighted at 70% of the superintendent's comprehensive rating.

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

STUDENT LEARNING DATA (:

Accountability A-F Grade (: The Accountability A-F Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is weighted at 10% of the superintendent's comprehensive rating in this example.

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

SUPERINTENDENT GOALS/OBJECTIVES (20%):

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

The guidelines for Superintendent Goals/Objectives are as follows:
1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

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

COMPUTING THE SCORE:

	Raw Score x	Weight =	SCORE
Rubric Rating	3	0.60	2.1
+ Accountability A-F Grade	4	0.20	.4
+ Superintendent Goals/Objective Rating	4	0.20	.8
		Comprehensive Effectiveness Rating	3.3

SCALE

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

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NPUSC

New Prairie United School Corporation

Dean of Students
Evaluation and Rubric
Resource K

Dean of Students Evaluation Rubric

TLE Observation and Evaluation Rubric

Organization and Management

Competency	1 Ineffective	2 Improvement Necessary	3 Effective	4 Highly Effective
The Dean clearly defines expected student behavior.	Standards of conduct have not been established. Students are unaware of behavioral expectations. Usually ignores inappropriate behavior and uses an inappropriate voice level/word choice when correction is attempted.	Standards of conduct have been established with inconsistent implementation. Students are somewhat aware of behavioral expectations. Most of the time ignores appropriate behavior and/or uses an inappropriate voice level/word choice to attempt to bring correction.	Establishes standards of conduct and implements with consistency. Reiterates to ensure that students are aware of behavioral expectations. Stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice.	Standards of conduct have been established with a consistent peer-based implementation. All students are aware of behavioral expectations. Stops inappropriate behavior promptly and consistently, with an appropriate voice level/word choice, while maintaining the dignity of the student.

The Dean assures a contribution to the building-wide positive climate responsibilities.	Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school. Ignores the procedures, practices, and guidelines outlined by the school, district, state, and federal laws, intended to keep students healthy and safe.	Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time. Inconsistently follows the procedures, practices, and guidelines outlined by the school, district, state, and federal laws, intended to keep students healthy and safe.	Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school. Follows the procedures, practices, and guidelines outlined by the school, district, state, and federal laws, intended to keep students healthy and safe.	Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments/time periods. Follows the procedures, practices, and guidelines outlined by the school, district, state, and federal laws, intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.

| The Dean generates and maintains accurate records and analyzes data. | Records are inconsistent and insufficient to determine student's overall progress and are not based on the district's discipline policy.

There is no evidence that the dean uses data from records to guide intervention strategies.

There is no evidence that the dean recognizes student progress or achievement.

There is no evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs. | Records are rarely consistent and are not based on the district's discipline policy.

There is little evidence that the dean uses data from records to guide intervention strategies.

There is little evidence that the dean recognizes student progress or achievement.

There is little evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs. | Records are consistent and accurate and are based on the district's discipline policy.

Uses data from records to guide intervention strategies.

Recognizes student progress or achievement.

Is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs and modifies as needed.

Provides required feedback to student, roster teacher and/or parent. | Includes the narrative descriptions in category 3, plus.

Provides frequent/timely feedback to student, teacher, or parent.

Works with individual students to develop a mutually acceptable plan for "success." |
| The Dean optimizes the physical enviroment to assure efficacy. | The office (as set up by the dean) prohibits order, cleanliness, safety, and ease of traffic flow.

Physical resources are not utilized as designed and intended. | The office lacks organization for order, cleanliness, safety, and ease of traffic flow.

Physical resources are not optimized for effective utilization. | The office is organized for providing order, cleanliness, safety, and ease of traffic flow.

Physical resources are well placed in locations that enhance their functions and do not interfere with other functions. | The office is organized for order, cleanliness, safety, and ease of traffic flow.

Physical resources are well placed in locations that enhance their functions and do not interfere with other functions. |

| The Dean utilizes the District Behavior Response Plan to ensure building safety and security. | Fails to distribute Behavior Response Plan and campus student handbook.

Fails to ensure students sign for copy of BRP or have not reviewed with student.

Fails to follow the BRP when administering discipline consequences. | Fails to distribute Behavior Response Plan and campus student handbook to incoming student during the year.

Fails to ensure incoming students sign for copy of BRP or have not reviewed with student.

Fails to consistently follow the BRP when administering discipline consequences. | Ensures all beginning and incoming students receive the Behavior Response Plan and Campus Student Handbook.

Collects validation signatures that all students have received and reviewed the BRP and Student Handbook.

Administers student discipline consequences in accordance with the BRP. | Includes the narrative description in performance category 3 plus:

Holds grade/school-wide forums to promote building-wide understanding of behavior expectations. |
|---|---|---|---|---|

Instructional Support

Competency	1 Ineffective	2 Improvement Necessary	3 Effective	4 Highly Effective

| The Dean is visible during the school day and monitors common areas to maintain student safety and security. | Never moves around the building during the school day.

Never uses student response techniques to promote positive behavior.

Never uses feedback concerning student's behavior.

Never uses wait time after voicing a questions to the students. | Seldom moves around the building during the school day. When movement happens it is to the same area of the building.

Seldom uses student response techniques to promote positive behavior.

Seldom uses feedback concerning student's behavior.

Seldom uses wait time after voicing a question to the students. | When appropriate, moves to all ares of the school to promote and reinforce positive student behaviors.

Uses different types of student response techniques, both individual/group.

Uses student response techniques to increase positive behaviors.

Student's understanding is evaluated by feedback.

Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question. This approach helps students formulate more thoughtful response and allows time for the student to consider positive behavior. | Moves to all areas of the building with efficiency and effectiveness to promote and reinforce positive student behaviors. Makes eye contact with all students often.

Routinely uses developmentally appropriate student response techinques to increase active engagement by the students. Uses immediate feedback concerning student's behavior.

Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing a questions. This approach helps students formulate more thoughtful response and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time. |

Professional Growth and Continuous Improvement

Competency	1 Ineffective	2 Improvement Necessary	3 Effective	4 Highly Effective

Uses Professional Growth as a Continuous Improvement Strategy.	Does not participate in professional development that updates their content knowledge and professonal practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.
Exhibits behaviors and efficiencies associated with professionalism.	Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information/compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.

Interpersonal Skills

Competency	1 Ineffective	2 Improvement Necessary	3 Effective	4 Highly Effective

| Effective interactions and communications with families. | Provides minimal or no information to families and makes no attempt to engage them in the educational program.

Oral, written, and nonverbal communication is unclear (without regard to family misconceptions) and inconsiderate to families, as characterized by insensitivity, demeaning language, and condescension.

Makes decisions based on self-serving interests. Never consults other staff or team members. | Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.

Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.

Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be. | Interacts with families in a timely, consistent, positive, and professional manner.

Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.

Uses effective communication kills with families. Demonstrates communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.

Collaborates appropriately and makes decisions that reflect genuine professional consideration. | Communicates frequently and sensitively with families and engages them in the educational program.

Oral, written, and nonverbal communication is clear, considerate, sensitive, and positive.

Further explanations to avoid confusion are not needed.

Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers. |
|---|---|---|---|---|

| Effective interactions and communications with students. | Provides minimal or no information to families and makes no attempt to engage them in the educational program.

Oral, written, and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language, and condescension.

Makes decisions based on self-serving interests. Never consults other staff or team members. | Appears to be inconsistent and inaccurate in providing information to students and engaging them in the educational program.

Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.

Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be. | Interacts with students in a timely, consistent, positive, and professional manner.

Complies with school procedures for communicating with students and makes an effort to engage students in the educational program.

Uses effective communication skills with students. Demonstrates communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.

Collaborates appropriately and makes decisions that reflect genuine professional consideration. | Communicates frequently and sensitively with students and engages them in the educational program.

Oral, written, and nonverbal communication is clear, considerate, sensitive, and positive.

Further explanations to avoid confusion are not needed.

Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers. |
|---|---|---|---|---|

Effective interactions and communications with staff and community.	Provides minimal or no information to staff/community and makes no attempt to engage them in the educational program. Oral, written, and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to staff/community, as characterized by insensitivity, demeaning language, and condescension. Makes decisions based on self-serving interests. Never consults other staff members or team members.	Appears to be inconsistent and inaccurate in providing information to staff/community and engaging them in the educational program. Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion. Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.	Interacts with staff and community in a timely, consistent, positive, and professional manner. Complies with school procedures for communicating with staff/community and makes an effort to engage staff/community and makes an effort to engage staff/community in the educational program. Uses effective communication skills with students. Demonstrates communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations. Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Communicates frequently and sensitively with staff/community and engages them in the educational program. Oral, written, and nonverbal communication is clear, considerate, sensitive, and positive. Further explanations to avoid confusion are not needed. Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.

Leadership

Competency	1 Ineffective	2 Improvement Necessary	3 Effective	4 Highly Effective

| Leadership | Provides no evidence of leadership as described in performance category 3 - Effective. | Declines becoming involved in school events.

Avoids becoming involved in school and district projects.

Makes no effort to share knowledge with others or to assume professional responsibilities.

Rarely contributes to the modification of school practices that would result in students being better served by the school. | Participates in school events when asked.

Participates in school and district projects when asked.

Finds ways to contribute to the profession and follows through.

Assumes a proactive role in addressing student needs. | Volunteers to participate in school events making a substantial contribution.

Volunteers to participate in school and district projects making a substantial contribution.

Participates actively in assisting other educators.

Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed. |
|---|---|---|---|---|

95% Rybric

5% A-F Score

NPUSC

New Prairie United School Corporation

Link for PIVOT

https://npusc.five-starpivot.com/login

Resource L