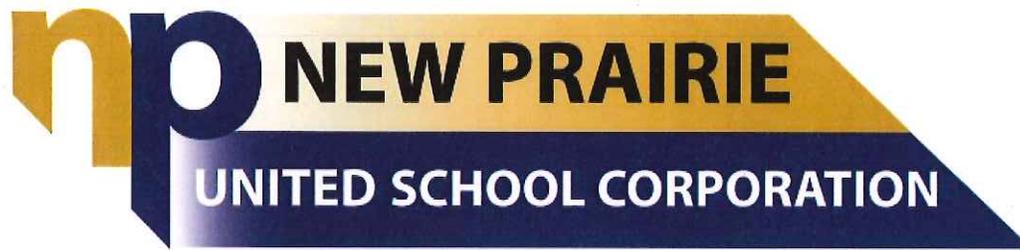


The New Prairie United School Corporation



Teacher Appreciation Grant Policy

Book	Policy Manual
Section	3000 Professional Staff
Title	TEACHER APPRECIATION GRANTS
Code	po3220.01
Status	Active
Adopted	October 30, 2017
Last Revised	September 26, 2022

3220.01 - **TEACHER APPRECIATION GRANTS**

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

Definitions:

For purposes of this policy, the following definitions apply:

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

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

Distribution of Annual Teacher Appreciation Grants:

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

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

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

The Corporation shall not allocate a percentage of the Teacher Appreciation Grant funds received to provide a supplemental award to each teacher with less than five (5) years of service who is rated as highly effective or effective on the most recent performance evaluation.

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

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

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-1.5.

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

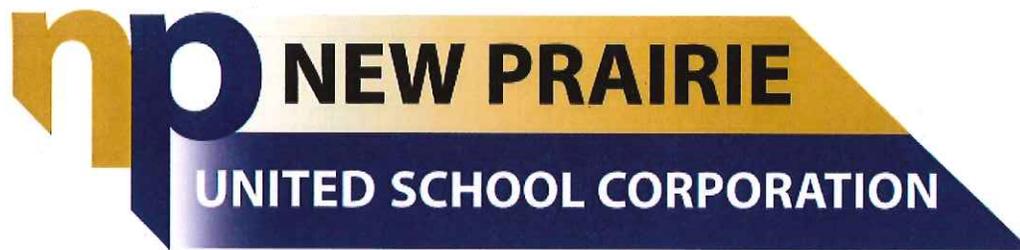
This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

Revised 2/26/18
Revised 8/26/19
Revised 9/28/20
Revised 9/27/21

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

**The New Prairie United School
Corporation**



**Master Teacher Contract
Resource A**

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APPENDIX

Appendix "A"

Compensation Model 2018-2019

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NPUSC Salary Grid

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.

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. Compensation Model

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

B. Extra Pay/Special Services

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. Supplemental Contracts

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. Additional Compensation

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. VEBA Account

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.

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 within 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.

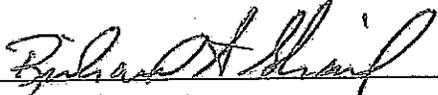
The decision of the arbitrator shall be limited specifically to interpretation of the existing language in this Agreement and the arbitrator shall not have the power to amend, delete, add to or change any of the terms of this Agreement in any way or to impair any of the rights of the Board not surrendered 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.

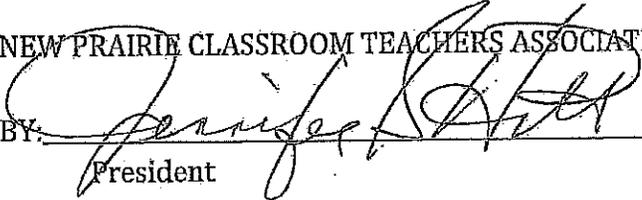
NEW PRAIRIE UNITED SCHOOL CORPORATION

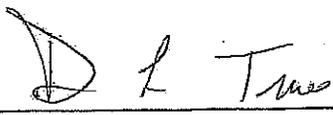
BY: 
Board President

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

<i>School</i>	<i>Title</i>	<i>Number of Positions</i>	<i>Stipend</i>
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
	Page 2 of 4		

<u>School</u>	<u>Title</u>	<u>Number of Positions</u>	<u>Stipend</u>
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

<i>School</i>	<i>Title</i>	<i>Number of Positions</i>	<i>Stipend</i>
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

APPENDIX C

GRIEVANCE REPORT FORM

Grievance No. _____

Distribution of Form

Building _____

1. Superintendent

Assignment _____

2. Principal

3. Association

4. Teacher

Name of Grievant _____

Date Filed _____

STEP I

A. Date Cause of Grievance Occurred _____

B. 1. Statement of Grievance _____

2. Relief Sought _____

Signature

Date

C. Disposition by Principal _____

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 _____

Distribution of Form

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

Date Filed _____

STEP II

A. Position of Grievant and /or Association _____

Signature

Date

B. Date Received by the Superintendent _____

C. Disposition of the Superintendent _____

Signature

Date

GRIEVANCE REPORT FORM

Grievance No. _____

Building _____

Assignment _____

Name of Grievant _____

Distribution of Form

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

Date Filed _____

STEP III

A. Position of Grievant and/or Association _____

Signature

Date

B. Date Received by Board _____

C. Disposition of Board _____

Signature

Date

GRIEVANCE REPORT FORM

Grievance No. _____

Building _____

Assignment _____

Name of Grievant _____

Distribution of Form

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

Date Filed _____

STEP IV

A. Position of Grievant and/or Association _____

Signature

Date

B. Date Submitted to Arbitration _____

C. Disposition and Award of Arbitrator _____

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 not 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.

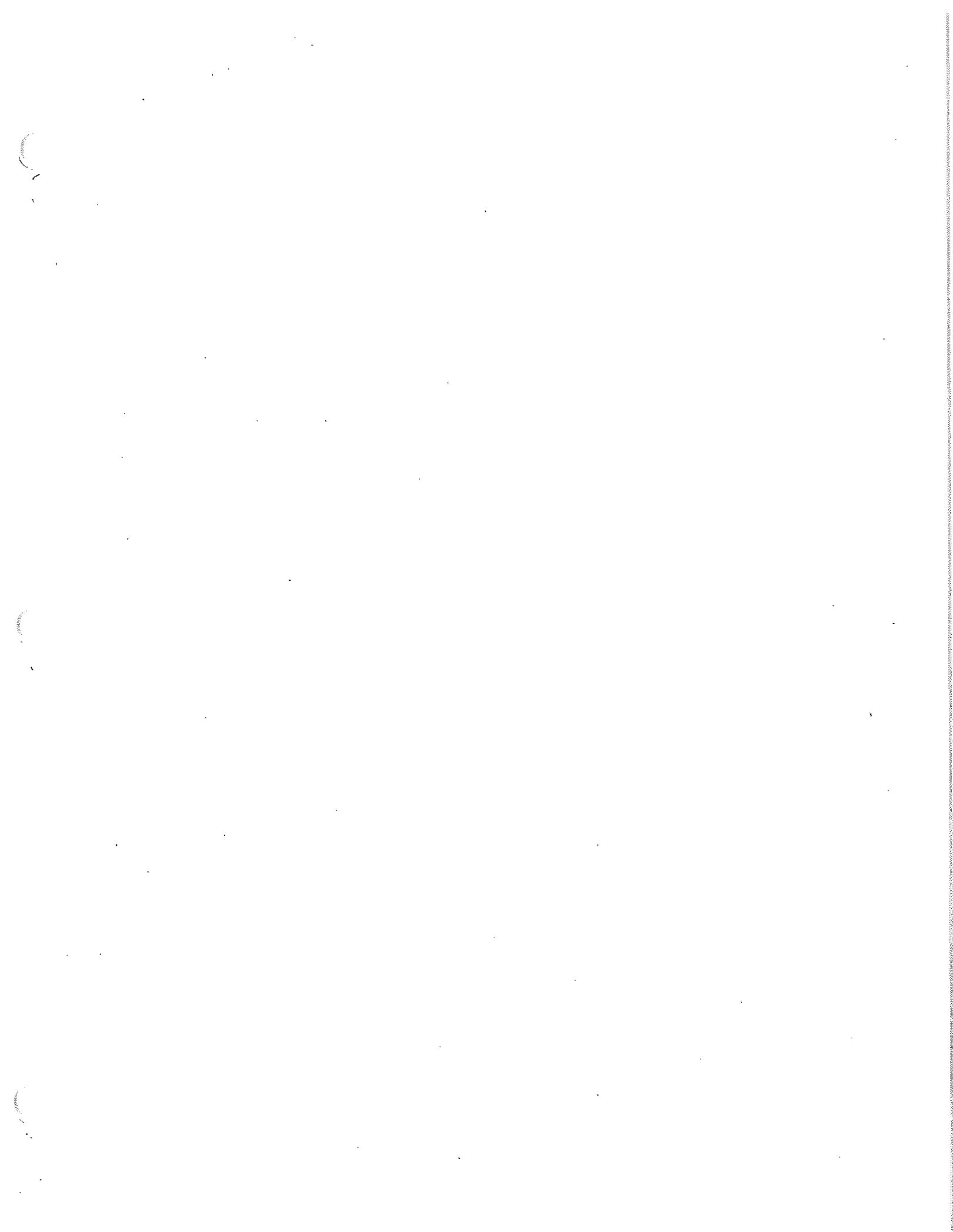
Appendix D

Row	Salary										
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

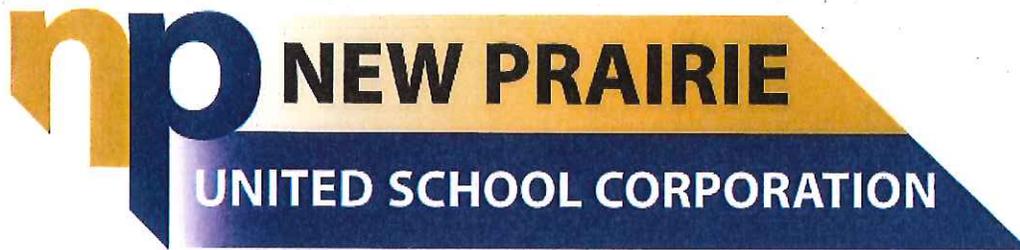
20	38,000	64	42,400	108	46,800	152	51,200	196	55,600	240	60,000
21	38,100	65	42,500	109	46,900	153	51,300	197	55,700	241	60,100
22	38,200	66	42,600	110	47,000	154	51,400	198	55,800	242	60,200
23	38,300	67	42,700	111	47,100	155	51,500	199	55,900	243	60,300
24	38,400	68	42,800	112	47,200	156	51,600	200	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	63,500	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



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

- 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

- 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:
 - **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 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:
 - Unannounced or “drop in” observations
 - Announced or scheduled observations
 - 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
<p>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</p>	<p>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.</p>	<p>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.</p>	<p>Does not participate in PLC team activities and processes or undermines these processes.</p>

on their professional growth goals with the PLC.			
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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	

<p>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.</p>	<p>Contributes positively to the culture of the school and district Positively contributes to meetings Completes required paperwork, plans, responses, etc. to the appropriate administrators</p>	<p>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.</p>	<p>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</p>
Sub category 2-Reflects on teaching and learning practices			
<p>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.</p>	<p>Engages in self-reflection to improve teaching and learning practices. Uses feedback to improve teaching and learning.</p>	<p>Engages in reflection only when required. Tries to justify behaviors when receiving feedback.</p>	<p>Does not engage in reflection or use feedback to improve performance.</p>
Subcategory 3- Engages in Professional Growth and Development			
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Does not engage in professional growth or only engages when directed to engage when directed by the administration.</p>

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.

adjustments to maximize learning				
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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.				
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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

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	
<p>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.</p>	<p>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.</p>	<p>Implements student learning measures but does not understand how to use them in measuring student achievement.</p>	<p>Does not use learning measures to gauge student learning or assessments do not show evidence of student learning.</p>	

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
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(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)

<p><u>HIGHLY EFFECTIVE (4)</u></p>	<ul style="list-style-type: none">• 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	
<p><u>EFFECTIVE (3)</u></p>	<ul style="list-style-type: none">• 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.	
<p><u>IMPROVEMENT NECESSARY (2)</u></p>	<ul style="list-style-type: none">• 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	

	<ul style="list-style-type: none"> Behavior or engagement issues need to be regularly addressed by the team leader or administrator. 	
<u>INEFFECTIVE (1)</u>	<ul style="list-style-type: none"> 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		
<u>HIGHLY EFFECTIVE (4)</u>	<ul style="list-style-type: none"> 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. 	
<u>EFFECTIVE (3)</u>	<ul style="list-style-type: none"> 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 	
<u>IMPROVEMENT NECESSARY (2)</u>	<ul style="list-style-type: none"> 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. 	
<u>INEFFECTIVE (1)</u>	<ul style="list-style-type: none"> 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

<p align="center"><u>HIGHLY EFFECTIVE (4)</u></p>	<ul style="list-style-type: none"> ● 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. 	<p align="center"><u>EVIDENCE</u></p>
<p align="center"><u>EFFECTIVE (3)</u></p>	<ul style="list-style-type: none"> ● Engages in self-reflection to improve teaching and learning practices. ● Uses feedback to improve teaching and learning. 	
<p align="center"><u>IMPROVEMENT NECESSARY (2)</u></p>	<ul style="list-style-type: none"> ● Engages in reflection only when required. Tries to justify behaviors when receiving feedback. 	
<p align="center"><u>INEFFECTIVE (1)</u></p>	<ul style="list-style-type: none"> ● Does not engage in reflection or use feedback to improve performance. 	

Subcategory 3- Engages in Professional Growth and Development

<p align="center"><u>HIGHLY EFFECTIVE (4)</u></p>	<ul style="list-style-type: none"> ● 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. 	
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<u>EFFECTIVE (3)</u>	<ul style="list-style-type: none"> • 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. 	
<u>IMPROVEMENT NECESSARY (2)</u>	<ul style="list-style-type: none"> • 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. 	
<u>INEFFECTIVE (1)</u>	<ul style="list-style-type: none"> • 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		
<u>HIGHLY EFFECTIVE (4)</u>	<ul style="list-style-type: none"> • 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 	
<u>EFFECTIVE (3)</u>	<ul style="list-style-type: none"> • 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 	
<u>IMPROVEMENT NECESSARY (2)</u>	<ul style="list-style-type: none"> • Teachers occasionally use interactions that foster positive engagement • Classroom norms and behaviors are mainly generated by the teacher. • Relationship strategies are not consistent. 	
<u>INEFFECTIVE (1)</u>	<ul style="list-style-type: none"> • Teachers do not use interactions that foster positive engagement 	

	<ul style="list-style-type: none"> • Classroom norms and behaviors are not present or used. • Little focus is on developing or maintaining relationships. 	
Sub category 2-Relationships with Parents/Families		
<u>HIGHLY EFFECTIVE (4)</u>	<ul style="list-style-type: none"> • 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 	<u>EVIDENCE</u>
<u>EFFECTIVE (3)</u>	<ul style="list-style-type: none"> • 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. 	
<u>IMPROVEMENT NECESSARY (2)</u>	<ul style="list-style-type: none"> • 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. 	
<u>INEFFECTIVE (1)</u>	<ul style="list-style-type: none"> • 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		
<u>HIGHLY EFFECTIVE (4)</u>	<ul style="list-style-type: none"> • 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. 	
<u>EFFECTIVE (3)</u>	<ul style="list-style-type: none"> • 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. 	

	<ul style="list-style-type: none"> Seeks to provide opportunities for students to positively contribute to the community. 	
<u>IMPROVEMENT NECESSARY (2)</u>	<ul style="list-style-type: none"> 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. 	
<u>INEFFECTIVE (1)</u>	<ul style="list-style-type: none"> Does not communicate with or reach out to the community. Views community as distraction to the educational process. 	
Sub category 4-Learning Environment		
<u>HIGHLY EFFECTIVE (4)</u>	<ul style="list-style-type: none"> 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 	
<u>EFFECTIVE (3)</u>	<ul style="list-style-type: none"> 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 	

<u>IMPROVEMENT NECESSARY (2)</u>	<ul style="list-style-type: none"> • 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. 	
<u>INEFFECTIVE (1)</u>	<ul style="list-style-type: none"> • 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. 	

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

Sub category 1-Learning Targets		
<u>HIGHLY EFFECTIVE (4)</u>	<ul style="list-style-type: none"> • 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. 	
<u>EFFECTIVE (3)</u>	<ul style="list-style-type: none"> • Plans appropriate learning targets and instruction based on student needs, standards, school and district expectations, formative assessment, and content knowledge 	
<u>IMPROVEMENT NECESSARY (2)</u>	<ul style="list-style-type: none"> • 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. 	
<u>INEFFECTIVE (1)</u>	<ul style="list-style-type: none"> • Does not plan lessons utilizing learning standards or learning targets. 	

Sub category 2-Use of Learning Strategies		
<u>HIGHLY EFFECTIVE (4)</u>	<ul style="list-style-type: none"> ● 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. 	
<u>EFFECTIVE (3)</u>	<ul style="list-style-type: none"> ● 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 	
<u>IMPROVEMENT NECESSARY (2)</u>	<ul style="list-style-type: none"> ● Most of the instruction is teacher directed teaching. Occasionally, some student participation is utilized. 	
<u>INEFFECTIVE (1)</u>	<ul style="list-style-type: none"> ● Only teacher-directed teaching is used. 	

Sub category 3-Monitoring and Adjusting Instruction		
<u>HIGHLY EFFECTIVE (4)</u>	<ul style="list-style-type: none"> ● 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. 	
<u>EFFECTIVE (3)</u>	<ul style="list-style-type: none"> ● 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 	
<u>IMPROVEMENT NECESSARY (2)</u>	<ul style="list-style-type: none"> ● Occasional or inconsistent monitoring of student learning is conducted. ● When learning difficulties occur, concepts are retaught in the same manner as originally presented. 	
<u>INEFFECTIVE (1)</u>	<ul style="list-style-type: none"> ● Majority of instruction is teacher or textbook centered. ● No adjustments are made for student learning needs. 	

Theme V-Learning Measures (supported by PLC & administrator feedback)

<p><u>HIGHLY</u> <u>EFFECTIVE (4)</u></p>	<ul style="list-style-type: none"> ● 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. 	
<p><u>EFFECTIVE (3)</u></p>	<ul style="list-style-type: none"> ● 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. 	
<p><u>IMPROVEMENT</u> <u>NECESSARY (2)</u></p>	<ul style="list-style-type: none"> ● Implements student learning measures but does not understand how to use them in measuring student achievement 	
<p><u>INEFFECTIVE</u> <u>(1)</u></p>	<ul style="list-style-type: none"> ● 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):

Area of refinement (area of focus):

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

Appendix A



**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.

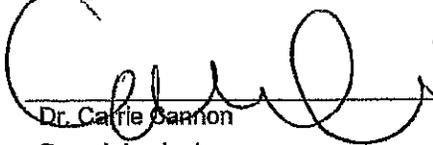
4.2. Force Majeure: If events beyond the parties' control make it impossible to perform under this Agreement, the party unable to perform will not have any liability to the other party for the prevented performance. All obligations unaffected by such an event will remain in place.

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:



Dr. Carrie Cannon
Superintendent
New Prairie United School Corporation

1-29-21

Date

Shannon R. Ritz
Vice President of Professional Development
Solution Tree, Inc.

Date

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.*





Exhibit B

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	



CONTACT INFORMATION

Please provide the following information.

[Redacted]

Contact: Carrie Cannon
Title: Asst. Superintendent
Phone: 574-654-7273
Email: ccannon@npusc.k12.in.us
Cell #: _____
Fax: _____

[Redacted]

Contact: ELLEN Borkowski
Title: Deputy Treasurer
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*PD
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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



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United States

Ship To

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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.

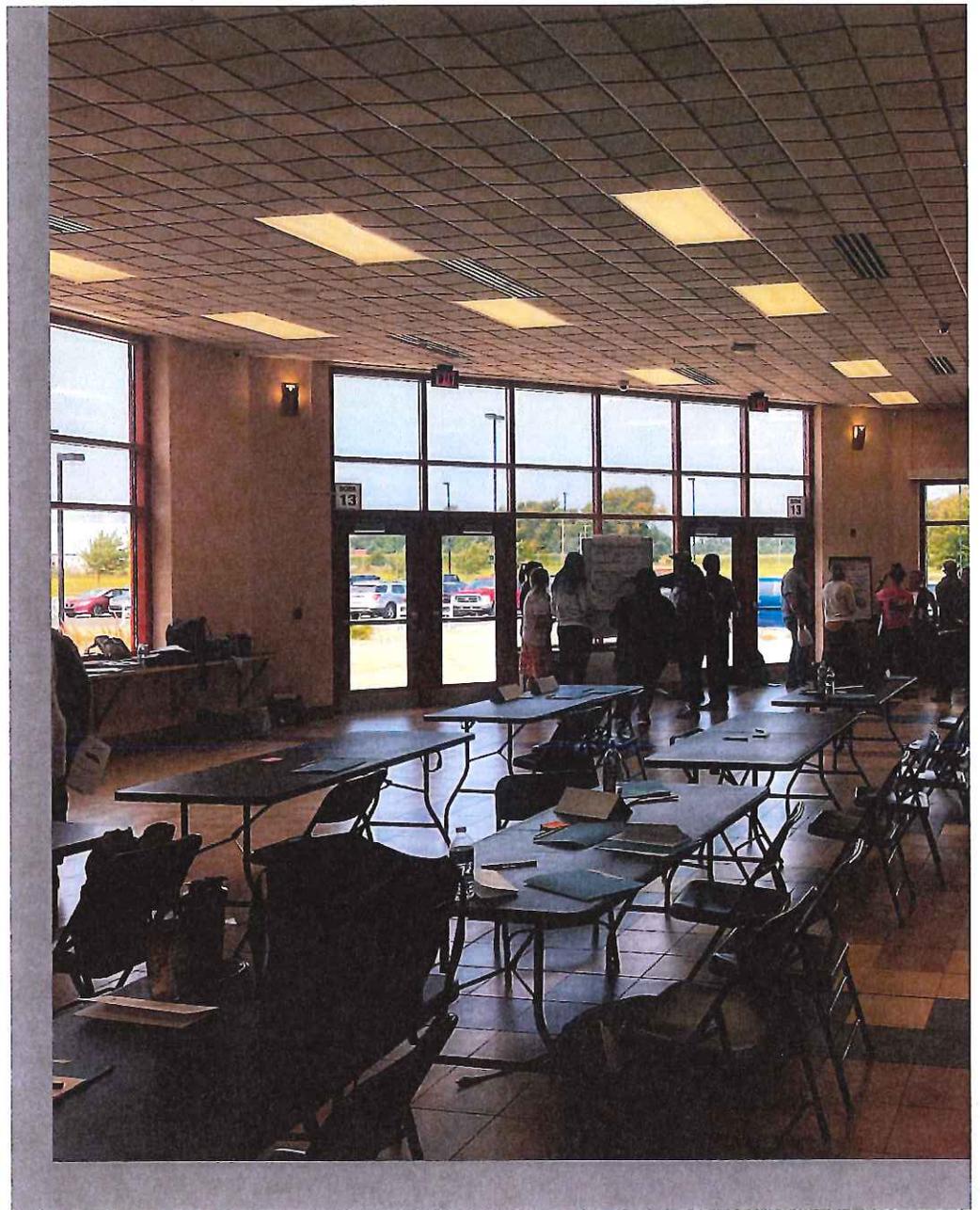
To pay for this invoice via credit card, please visit payments.solutiontree.com.

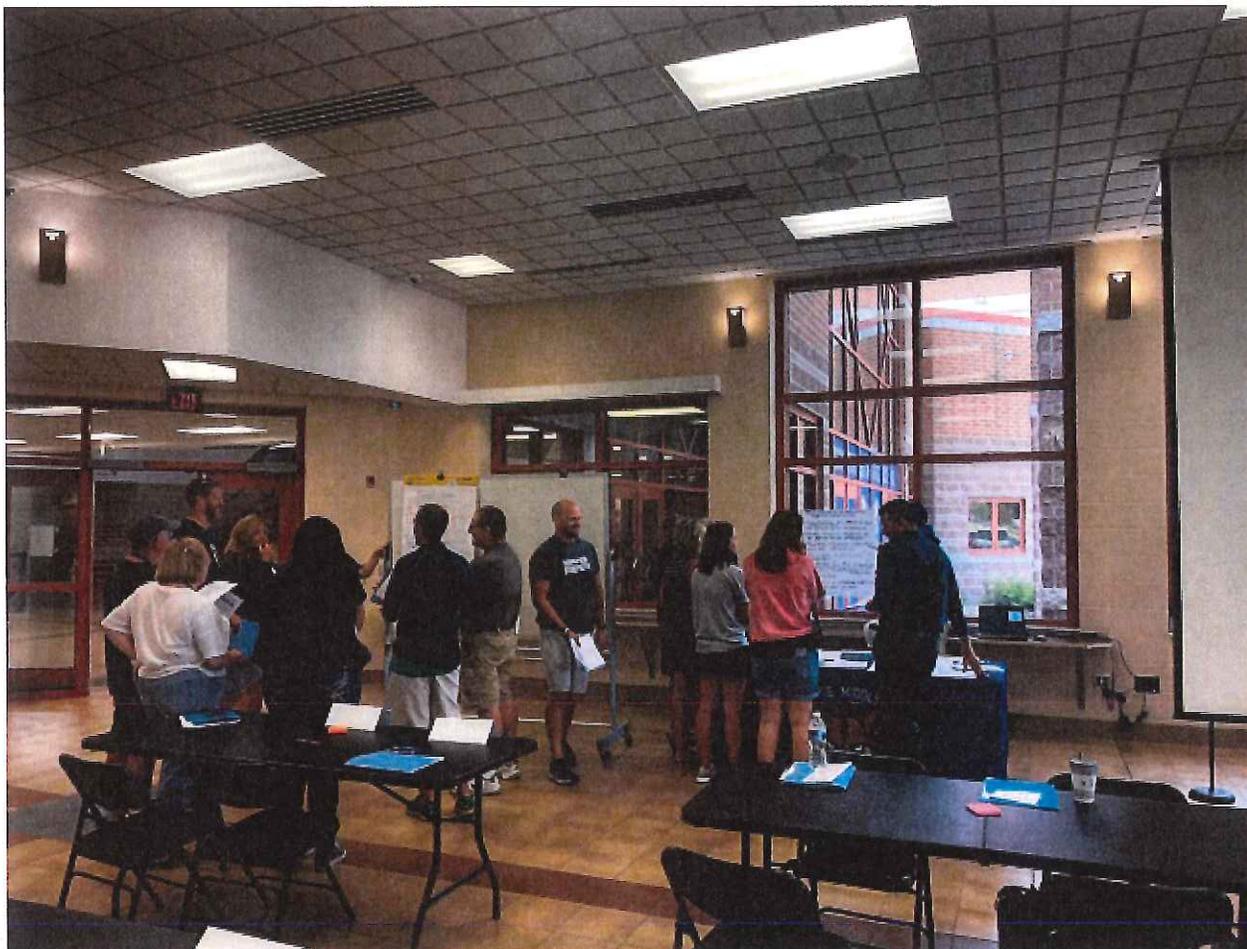
Tracking Number(s):

Subtotal	Sales Tax Total	Shipping Cost	Total	Amount Paid	Amount Due
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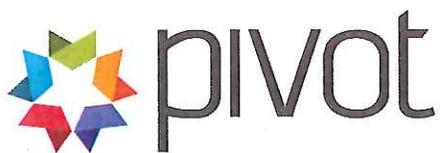
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Appendix B



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 | [Filter] [Star]

Planned ● Unplanned ● Walkthrough ● In Progress ○ Shared ⓘ

Search...

<p>MA Marc Adams RISE Teacher 3.0</p> <p>2 Observations</p> <p>Growth Plans ●</p> <p>Evaluations</p> <p>Summative Evaluations</p>	<p>RA Regina Adams RISE Teacher 3.0</p> <p>1 Observations</p> <p>Growth Plans</p> <p>Evaluations</p> <p>Summative Evaluations</p>
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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!

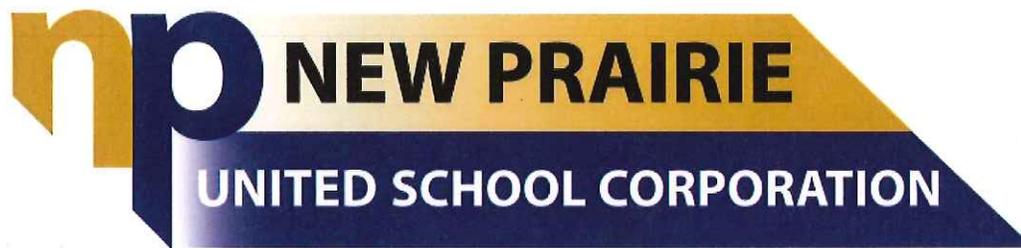


Appendix C

Evaluation Plan Website Link

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

The New Prairie United School Corporation



Librarian Evaluation Resource C

Association of Indiana School Library Educators

School Librarian Evaluation Rubric



aisle

This document is endorsed by the Association for Indiana School Library Educators (AISLE). Any adaptation of it must be used with permission from AISLE. Please contact Robyn Young (ryoung@avon-schools.org) or Denise Keogh (dkeogh@tssc.k12.in.us).

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.

		Level of Performance			
Competencies		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	<p>Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.</p> <p>- 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.</p>	<p>School librarian demonstrates thorough knowledge of literature and current trends in practice and information technology.</p> <p>- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.</p>	<p>School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.</p> <p>- Librarian reads journals to learn about current trends.</p>	<p>School librarian demonstrates little or no knowledge of literature and current trends in practice and information technology.</p>
Notes 1.1		<p>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.</p> <p>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.</p>			

AISLE School Librarian Evaluation Rubric

		Level of Performance		
		Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	<p>Competencies</p> <p>Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served</p>	<p>Highly Effective (4)</p> <p>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</p> <p>-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</p>	<p>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.</p> <p>- The goal for the program is established by not communicated with appropriate stakeholders.</p>	<p>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.</p>
Notes 1.2	<p>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.</p>			
1.3	<p>Demonstrating knowledge of resources, both within and beyond the school and district</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Notes 1.3	<p>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, 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.</p>			

AISLE School Librarian Evaluation Rubric

		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.

AISLE School Librarian Evaluation Rubric

		Level of Performance			
Competencies		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.
<p>Notes 1.7</p> <p>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.</p>					
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. This is 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.
<p>Notes 1.8</p> <p>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.</p>					

AISLE School Librarian Evaluation Rubric

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			
		Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	Competencies 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.

AISLE School Librarian Evaluation Rubric

<p>2.2</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - 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 	<p>School librarian is effective at demonstrating and clearly communicating content knowledge to students.</p> <p>Librarian demonstrates content knowledge and delivers content that is factually correct</p> <ul style="list-style-type: none"> - 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 	<p>School librarian needs improvement at demonstrating and clearly communicating content knowledge to students.</p> <p>Librarian delivers content that is factually correct</p> <ul style="list-style-type: none"> - 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 	<p>School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.</p> <ul style="list-style-type: none"> - 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
<p>Notes 2.2</p>	<p>1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.</p>			

AISLE School Librarian Evaluation Rubric

2-3	<p>Engage Students in Academic Content</p>	<p>Librarian is highly effective at engaging students in academic content</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - 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 	<p>Librarian is effective at engaging students in academic content</p> <ul style="list-style-type: none"> - 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) 	<p>Librarian needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> - 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 	<p>Librarian is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> - 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
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AISLE School Librarian Evaluation Rubric

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.

AISLE School Librarian Evaluation Rubric

<p>2.4</p>	<p>Check for Understanding</p>	<p>School librarian is highly effective at checking for understanding.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - 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 	<p>School librarian is effective at checking for understanding.</p> <ul style="list-style-type: none"> - 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) 	<p>School librarian needs improvement at checking for understanding.</p> <ul style="list-style-type: none"> - 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 	<p>School librarian is ineffective at checking for understanding.</p> <ul style="list-style-type: none"> - 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
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AISLE School Librarian Evaluation Rubric

<p>Notes 2-4</p> <p>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.</p> <p>2. Examples of how the teacher may assess student understanding and mastery of objectives:</p> <ul style="list-style-type: none"> - Checks for Understanding: thumbs up/down, cold-calling - Do Now/Bell Ringers - Turn and Talk/Pair Share - Guided or Independent Practice - Exit Slips 	<p>2.5</p> <p>Modify Instruction as Needed</p>	<p>School librarian is highly effective at modifying instruction as needed.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - 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 	<p>School librarian is effective at modifying instruction as needed.</p> <ul style="list-style-type: none"> - 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 with 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 	<p>School librarian needs improvement at modifying instruction as needed.</p> <ul style="list-style-type: none"> - 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 	<p>School librarian is ineffective at modifying instruction as needed.</p> <ul style="list-style-type: none"> - 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
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AISLE School Librarian Evaluation Rubric

2.6	<p>Maximize Instructional Time</p>	<p>School librarian is highly effective at maximizing instructional time.</p> <p>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</p>	<p>School librarian is effective at maximizing instructional time.</p> <p>- 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</p>	<p>School librarian needs improvement at maximizing instructional time.</p> <p>- 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</p>	<p>School librarian is ineffective at maximizing instructional time.</p> <p>- 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</p>
2.7	<p>Assisting students in the use of technology in the Media Center</p>	<p>School librarian proactively initiates sessions to assist students and teachers in the use of technology.</p>	<p>School librarian institutes sessions to assist students and teachers in the use of technology.</p>	<p>School librarian assists students and teachers in the use of technology when specifically asked to do so.</p>	<p>School librarian declines to assist students and teachers in the use of technology.</p>
	<p>Notes 2.7</p>	<p>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.</p> <p>1. 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.</p>			
2.8	<p>Collaborating with teachers in the design of instructional units and lessons</p>	<p>School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.</p>	<p>School librarian initiates collaboration with classroom teachers in the design of instructional lessons.</p>	<p>School librarian collaborates with classroom teachers in the design of instructional lessons.</p>	<p>School librarian declines to collaborate with classroom teachers in the design of instructional lessons.</p>

AISLE School Librarian Evaluation Rubric

<p>2.9</p>	<p>Engaging students in enjoying literature and in learning multiple literacy skills</p>	<p>Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.</p>	<p>Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.</p>	<p>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.</p>	<p>Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.</p>
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AISLE School Librarian Evaluation Rubric

Domain 3: Leadership

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

		Level of Performance		
		Effective (5)	Improvement Necessary (2)	Ineffective (1)
3-1	<p>Competencies</p> <p>Contribute to school culture</p>	<p>Highly Effective (4)</p> <p>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.</p>	<p>Improvement Necessary (2)</p> <p>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.</p>	<p>Ineffective (1)</p> <p>School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.</p>
<p>Notes 3.1</p> <p>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.</p>				
3-2	<p>Collaborate with Peers</p>	<p>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.</p>	<p>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.</p>	<p>School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.</p>
<p>Notes 3.2</p> <p>1. The main purpose of collaboration with peers is to support the curriculum.</p> <p>2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked.</p> <p>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.</p>				
3-3	<p>Establishing, and evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers</p>	<p>Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library.</p> <p>-The librarian will proactively evaluate procedures.</p>	<p>Library assistants, students, or parent/community volunteers are partially successful.</p>	<p>Library assistants, students, or parent/community volunteers are confused as to their role.</p>

AISLE School Librarian Evaluation Rubric

<p>3-4 Advocate for Student Success</p>	<p>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.</p>	<p>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.</p>	<p>School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.</p>	<p>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.</p>
<p>3-5 Preparing and submitting reports and budgets</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>3-6 Communicating with the larger community</p>	<p>School librarian proactively reaches out to parents and establishes contacts with other librarians or businesses, coordinating efforts for mutual benefit.</p>	<p>School librarian engages in outreach efforts to parents and the larger community.</p>	<p>School librarian makes sporadic efforts to engage in outreach to parents or the larger community.</p>	<p>School librarian makes no effort to engage in outreach to parents or the larger community.</p>
<p>3-7 Participating in a professional community</p>	<p>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.</p>	<p>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.</p>	<p>School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.</p>	<p>School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.</p>

AISLE School Librarian Evaluation Rubric

<p>3.8</p> <p>Seek professional skills and knowledge.</p>	<p>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.</p>	<p>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.</p>	<p>School librarian's participation in professional development activities is limited to those that are mandatory.</p>	<p>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.</p>
<p>Notes 3.8</p> <p>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.</p>				

AISLE School Librarian Evaluation Rubric

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 absences" 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.

AISLE School Librarian Evaluation Rubric

Works Cited

Danielson, Charlotte. *Enhancing professional practice: a framework for teaching*. 2nd ed. Alexandria, Va.: Association for Supervision and Curriculum Development, 2007. Print.

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

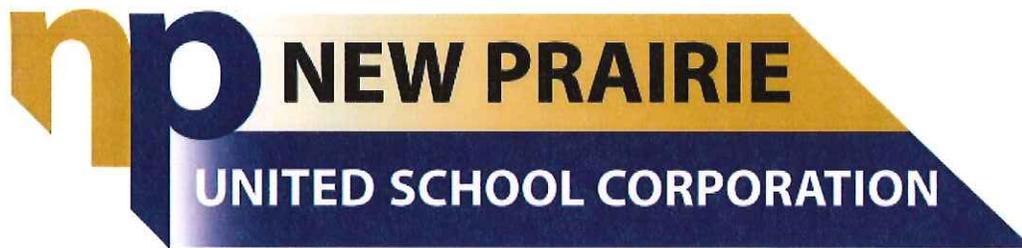
RISE INDIANA. N.p., n.d. Web. 12 Jan. 2012. <<http://www.riseindiana.org>>.

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

The New Prairie United School Corporation



Communicating Teacher Evaluation Plan Resource D

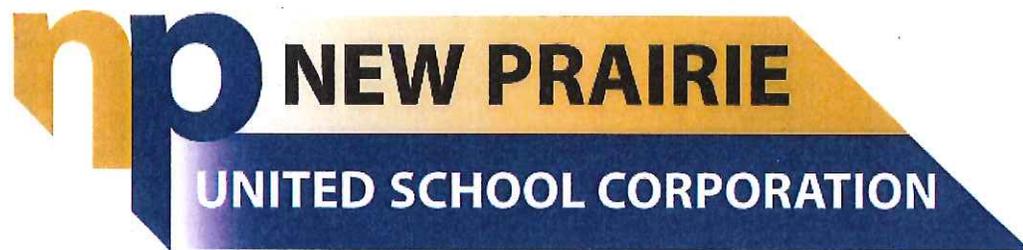
New Prairie United School Corporation Procedures

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.

The 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

- 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

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

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 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

- 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:
 - A formal conference shall happen after the lesson where the principal/evaluator meets with the student services professional to discuss the lesson.
 - 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.
 - 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)
 - 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
 - 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
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Does not participate in PLC team activities and processes or undermines these processes. Does not share ideas or strategies with classroom teachers.</p>

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				
<p>Demonstrates leadership in following school and district policies, rules, and guidelines and provides positive direction for peers.</p> <p>Always works within the expectations of the school in supervising students</p> <p>Proactively maintains required records in an accurate manner that is easy for others to understand and interpret.</p> <p>Is a leader in building a positive culture in the school and the corporation.</p> <p>Positively contributes to meetings by leading others to engage and participate.</p> <p>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,</p>	<p>Follows school and district policies, rules, and guidelines</p> <p>Works within the expectations of the school in supervising students</p> <p>Maintains required records in an accurate manner</p> <p>Contributes positively to the culture of the school and district</p> <p>Positively contributes to meetings</p> <p>Completes required paperwork, plans, responses, etc. to the appropriate administrators</p>	<p>Is not consistent in following school and district policies, rules, and guidelines</p> <p>Occasionally works within the expectations of the school in supervising students</p> <p>Maintains minimal records in an accurate manner</p> <p>Does not contribute positively to the culture of the school and district.</p> <p>Is negative or encourages negative behavior at meetings.</p> <p>Completes required paperwork, plans, responses, etc. to the appropriate administrators only when reminded.</p>	<p>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.</p> <p>Is a negative force related to the culture of the school and district. Does not attend or disrupts them.</p> <p>Does not complete required paperwork, plans, responses, etc. to the appropriate administrators</p>	

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			
<p>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</p> <p>Establishes and continuously enhances a culture for learning, persistence and respect. Shares these strategies with other colleagues and administrators and colleagues.</p> <p>Constantly monitors the school environment and works with colleagues and administration to make constant adjustments to maximize learning</p>	<p>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</p> <p>Establishes and continuously enhances a culture for learning, persistence and respect.</p> <p>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</p>	<p>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.</p>	<p>Does not work effectively with colleagues and administrators. Has not developed collaborative relationships.</p>

Theme IV 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

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				
<p>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.</p>	<p>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</p>	<p>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.</p>	<p>Does not plan or deliver school, classroom, or student interventions.</p>	

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
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(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:

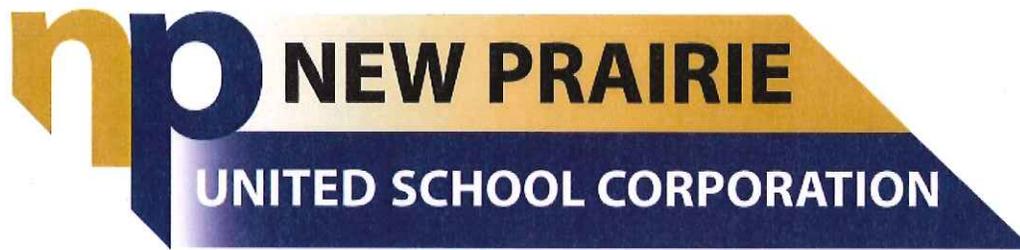
- Concerns related to performance on one or more of the 5 Core Themes that could place the student services professional in the "improvement necessary" or "ineffective" range.
- The performance concern or concerns are of a recent or short-term nature
- Through analysis of the areas of concern and the 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.

**The New Prairie United School
Corporation**



**Athletic Director
Evaluation and Ruberic
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

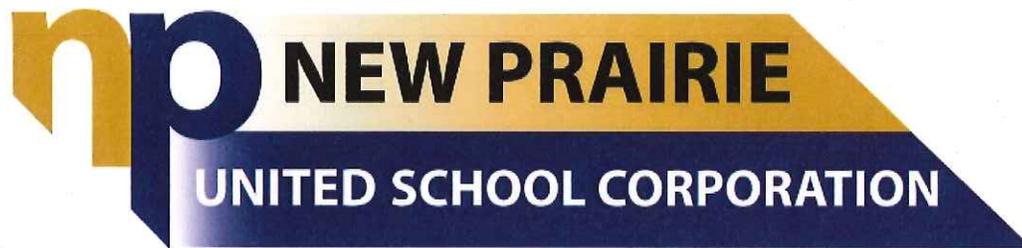
Principal

Date

Superintendent

Date

The New Prairie United School Corporation



Administrator Growth and Appraisal Process Resource G

6/2023 Version

The New Prairie Administrator Growth and Appraisal Process

Background Information

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

In this spirit of administrator growth and support, the corporation has developed the New Prairie Administrator Growth and Appraisal Process. This process contains the growth and support administrators need in order to help them provide the best learning environments for their schools, teachers, and students.

The New Prairie Administrator Growth and Appraisal Process will focus on collaboration, teacher and student learning and growth, professionalism, school culture, and other measures that help administrators learn about their practices while letting them stretch themselves professionally. It will move the primary focus from just measuring and rating administrators 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, collaborative relationships for addressing the changing needs of students, addressing changing demographics, implementing research-proven teaching and learning strategies, adjusting learning opportunities to meet the changing learning needs of students and administrators, and other school corporation values and priorities.

The New Prairie Administrator Growth and Appraisal Process will also help meet the diverse and changing needs of administrators 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 administrators.

Goals of the Program New Prairie Administrator Growth and Appraisal Process

Since the professional support and growth of administrators is key to the success of the students, the New Prairie Administrator Growth and Appraisal Process is based on several goals designed to provide opportunities for administrator 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 administrator skill and performance levels while providing opportunities and strategies for ongoing professional growth
- Providing opportunities for administrators to receive support and assistance based on their needs (for example, new administrator growth support, struggling administrator intensive assistance, PLC collaborative problem solving, etc.). These are called “tiered” supports in the process.
- Provide opportunities for administrators to receive feedback and support from “alternative sources” other than just observing administrators conducting daily business.
- Provide opportunities for administrators to work with their peers and colleagues in addition to their evaluator 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-Instructional Leadership-40% of total
- Theme II- Professional Responsibilities- 10% of total
- Theme III-Professional Behavior/Growth-10% of total
- Theme IV-Relationships-15%
- Theme V-Collaboration/Community Partnerships-10%
- Theme VI-Data/Student Achievement-15%

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-Instructional Leadership-20% of total
 - Administrator works to establish and support an environment where all children and expected to learn and grow. Here are some examples of effective instructional leadership skills that could be seen in this theme area:
 - Works with instructional staff to identify and implement Essential Curriculum
 - CFA/SFAs in place
 - Encourages and supports strategies to reteach/enrich ESS curriculum
 - Ensures 3 Tier Interventions are in place and being implemented by staff
 - Identifies, shares, and monitors teaching practices to create culture of best practices including vertical (building/district)

- Provides clear expectations and support for teachers to implement Tier 1 instruction
 - Works to establish and implement top quality instruction for all students
 - Identifies marginal and deficient teachers. Creates, communicates, oversees the implementation of a professional growth plan if needed
 - Holds tough conversations if effective teaching is not happening
- Theme II- Professional Responsibilities- 20% of total
 - Administrator completes all professional responsibilities as assigned or required to operate the school effectively. Listed below are some examples of professional responsibilities that could be observed in an administrator:
 - Understands and implements effective recruitment and selection processes. (Hiring Practices)
 - Directs, supervises, and successfully supports teachers in the Teacher Growth and Appraisal Process (TGAP)
 - Provides PD/Seeks out opportunities for professional development or participates in/provides evidence of professional growth for self and staff they supervise
 - Utilizes effective task and time management processes in professional setting
 - Maintains required records and completes required tasks/responsibilities
 - Follows and ensures other employees follow school/district policies
 - Insures compliance with/Adheres to:
 - Manages and follows school safety practices
 - Manages and follows practices to ensure sound social-emotional supports for staff and students
- Theme III-Professional Behavior/Growth-20% of total
 - Administrator exhibits the highest level of professionalism to be a model for the rest of the staff. Listed below are some examples that could be observed in actions of an administrator:
 - Exhibits honesty & transparency. Is accountable for actions and task delegated to others
 - Utilizes effective 2-way communication. Presents information clearly, listens to others actively, and seeks out input from others.
 - Participates in the creation of school-community norms. Holds stakeholders accountable for creating and following their own norms.
 - Disagrees without being disagreeable
 - Confronts issues in a productive manner without being confrontational.
 - Can hold difficult conversations constructively using effective communication practices.

- Exhibits positive interactions with students, parents, colleagues, community members, and others to provide a positive perception of the school.
 - Sets and implements personal and professional goals
 - Establishes and maintains high expectations for self and others
 - Leads school with students in mind
 - Follows maintains all corporation policies, rules, mandates, and other important guidelines
 - Exhibits respect for district leadership, colleagues, and other staff members
 - Conducts self in professional and productive manner
 - Exhibits positive and professional demeanor

- Theme IV Relationships-10%
 - The administrator understands and values strong relationships. Listed below are some examples that could be observed in actions of an administrator:
 - Relationships with students
 - Administrators consistently use interactions that foster positive professional relationships
 - Classroom norms and behaviors are created and consistently modeled by administrators 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

- Theme V Collaboration/Community Partnerships-10%
 - The administrator understands and works to build strong community partnerships and collaboration at the school. Following are some examples that could be observed in actions of an administrator:
 - Participates in the PLC Process at the administrative level
 - Supports mentoring/induction for new administrators
 - Leads PLC work at building

- Has positive interactions with peers, other administrators, teachers, staff, and others in school corporation
 - Address 4 critical PLC questions (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?)
 - Promotes academic/social behaviors within the school and school community
 - Builds community partnerships
 - Partners with mentors to help transition new teachers into school corporation
 - Works with outside providers to help identify resources and counseling for those in need
- Theme VI-Data/Student Achievement-20%
 - The administrator leads the teachers and staff in helping improve student learning at the school. Listed below are some examples that could be observed in actions of an administrator in this theme area:
 - The school/students meet or exceed expected learning targets
 - Models, provides strategies, and provides resources for using data to drive instruction
 - Implements protocols and ensures collaboration of instructional staff to evaluate student achievement data
 - Develops or assists in the development of action plans that include mid-range and long-term goals, periodic re-evaluation, data points to measure success, and other important attributes for success
 - Share/highlight student achievement/growth with school/community/other administrators/staff/students
 - Lead PLCs through data analysis, problem-solving processes, and idea generation to address PLC questions 3 & 4 (How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?)

Program Components

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

Administrators new to the Corporation or a school need support and direction in acclimating to their new position. New administrators 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 administrator needs can include: feedback from their supervisor related to their entry plan, information about the students and community, information about their colleagues and peers, information about the policies and procedures, and other areas of support.

Administrators 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 administrator induction program
- Extensive feedback based on the Core Themes of the Corporation (leadership expectations) conducted by their evaluator
- Professional development opportunities that are customized to the needs of the new administrator
- Other support strategies identified by the administrator's evaluator, peers, or other support staff

Increased Feedback

Administrators new to the school will have opportunities to receive more feedback from their supervisor/evaluator. This feedback could be the result of conversations with the evaluator, observations the evaluator has conducted of the administrator completing normal leadership tasks such as conducting staff meetings, running parent meetings, supervising staff members, etc. The feedback should be related to district/school corporation core expectations and should be provided on a regular (at least quarterly) basis. New administrators will be on the following observation/feedback schedule during their first year of employment:

- At least 1 observation will be conducted during the first month of employment
- At least 4 observations will be conducted during the first school year
- The feedback from the observations will focus on the six core themes of the New Prairie Administrator Growth and Appraisal Process.
- At the end of the first semester, a conference will be held with the evaluator. At this conference, the new administrator will get specific feedback based on how they are doing in relation to the expectations within the 6 theme areas.
- At the end of the 3rd quarter of school, the new administrator will receive a summative appraisal report outlining their performance and rating their performance within each of the 6 corporation themes. The rating will use one of the 4 rating scales below:
 - **Highly Effective:** A *highly effective* administrator consistently exceeds expectations. This is an administrator 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 administrator's school and students have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
 - **Effective:** An *effective* administrator consistently meets expectations. This is an administrator 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 administrator's school and 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:** An administrator who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is an administrator 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 school and students of an administrator 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* administrator consistently fails to meet expectations. This is an administrator 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 administrator's school and 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 administrators are still learning and growing as they acclimate into their position, the evaluator rating the new administrator may determine their summative evaluation scores considering the following:

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

* Using this model, it is most likely that the performance expectations of the new administrator will increase as that new administrator gains experience and job competence. For example: if a new administrator 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.

New Administrators with Previous Experience Requiring Less Support

The support given to the administrator who is new but has previous experience as an administrator in another district or corporation can be modified or reduced by mutual agreement

between the administrator and the primary evaluator (or superintendent). Criteria to be considered in coming to agreement on reducing or modifying the new administrator 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 administrator that he/she has successfully acclimated to the school or district/corporation and would not benefit from additional support.

Existing “Continuing Contract” Administrators

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

- Evaluation/feedback from their evaluator or supervisor (combination of short and extended observations focused on leadership behaviors, professionalism, and other factors of the PGAP process)
- Involvement in a leadership PLC that provides focused support/feedback
- An opportunity to set and attain a professional growth goal or goals

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

- Continuing contract administrators will receive specific feedback a minimum of 2 times each year. The preference will be to receive feedback on their performance each semester.
- Observations will be conducted based on the most current Indiana laws or guidelines.
- The evaluator or supervisor will conduct leadership activity observations based on their preferences and availability. In some cases, observations of leadership activities may be unannounced, while in other cases, they may want to involve the administrator in assisting in the scheduling. Administrators may use the types of observations listed below or a variation of these types:
 - Unannounced or “drop in” observations
 - Announced or scheduled observations
- After each observation, a conversation or conference will occur between the administrator and the supervisor/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 after the lesson where the administrator/evaluator meets with the administrator to discuss the lesson.

- An informal conversation between the supervisor/evaluator and administrator occurring soon after the observation. This conversation will be formative in nature. The formative feedback will build toward the summative evaluation and eventual rating of the administrator's performance based on the six Core Theme of the Corporation.
- After each conversation, the supervisor/evaluator can choose to develop and share a summary of the conversation related to the observation with the administrator. This summary will be formative in nature. In this formative conference summary, the administrator/evaluator should share the following:
 - A brief summary of the observation
 - A brief summary of the main points discussed in the conference or conversation
 - A brief summary of the administrator's perspective or comments during the conversation
 - If possible, the supervisor/evaluator may provide feedback about how the administrator is progressing toward the expectations in the Core Themes of the Corporation.
- During the evaluation period, the supervisor/evaluator will gather data to help inform the overall performance of the administrator. Data from a variety of sources that align with the Core Themes will be considered for the summative evaluation rating of the administrator. When data is being considered for use in formative assessment leading to a summative assessment, the supervisor/evaluator should hold a conference/conversation with the administrator, plus issue a summary of that conversation to the administrator.

Collaboration in the Data Gathering and Analysis Process

Administrators are encouraged to collaborate with their supervisor/evaluator to provide data that can be used to more accurately describe their performance.

Administrator Professional Growth Goal Setting

In the New Prairie Administrator Growth and Appraisal Process, administrators will have the opportunity 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 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 supervisor/evaluator and the administrator.
- Professional Growth Goals should be based on the Core Expectations for leadership

- 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
- The timeline for the goal setting process is as follows:
 - Submission of initial goal draft to superintendent/supervisor- on or before August 31.
 - Review of and feedback on initial goal draft by superintendent- on or before September 15. The goal feedback can be either written or shared in a follow-up conference or conversation.
 - Resubmission of final goal reflecting superintendent feedback- on or before September 30. If further feedback or direction is needed, the superintendent will provide it based on this final draft. Once both the administrator and superintendent are in agreement on the goal, it will be considered as official.
- Administrators can use the New Prairie Professional Growth Planning Template (contained in the New Prairie Teacher Growth and Appraisal Process handbook), or any format that fits into the SMART goal planning process and is mutually acceptable by the administrator and the superintendent.

Work-Related Observations (Observations in alternative work settings)

In some cases, it may be more beneficial for the evaluator to conduct an observation in an area outside of the school setting that can help that supervisor/evaluator obtain feedback about another important area of their work. Observations of administrator work in settings other than in the school should be collaboratively decided between the supervisor/evaluator and the administrator.

Highly Effective Administrator Option

If an administrator has been rated as “highly effective” for three consecutive years, that administrator may elect to work with their supervisor/evaluator to implement alternative evaluation options. The specific criteria used to determine eligibility for this option will include:

- An administrator interested in participating in this option should have been rated as Highly Effective in at least 4 of the 6 Core Theme areas on their most recent summative evaluation.

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 administrator grow beyond school leadership skills.

The alternative data option would take the place of extended observations/feedback at the school. At least 1 short observation/feedback would be used to assess the continued effectiveness of the

administrator. The administrator 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.

Summative Evaluation (Rating) Process

By the end of the contract year, a summative evaluation will be provided the administrator/evaluator. This summative evaluation will use data from the observations, data that has been provided by the administrator, and other data that has been gathered to determine a summative rating in each of the 6 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* administrator consistently exceeds expectations. This is an administrator 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 administrator's school or students have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An *effective* administrator consistently meets expectations. This is an administrator 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 administrator's school or 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:** An administrator who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is an administrator 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 school or students of an administrator 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* administrator consistently fails to meet expectations. This is an administrator 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 administrator's school or 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 Administrators

The following theme descriptions and rubrics have been developed as a way for both administrators 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 administrators and their supervisor/evaluator to have a general understanding of the expectations. 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 administrator and their supervisor/evaluator will need to engage in a conversation related to the summative scoring.
- **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 an administrator during the evaluation period. An administrator may not need to complete every subcomponent within a rubric area or theme to earn a specific rating in that area.
- **The rubrics are not designed to be “all inclusive”-** In the collaboration between the administrator and their evaluator; 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

- **Theme I-Instructional Leadership**

- Administrator works to establish and support an environment where all children and expected to learn and grow. Here are some examples of effective instructional leadership skills that could be seen in this theme area:
 - Works with instructional staff to identify and implement Essential Curriculum
 - CFA/SFAs in place
 - Encourages and supports strategies to reteach/enrich ESS curriculum
 - Ensures 3 Tier Interventions are in place and being implemented by staff
 - Identifies, shares, and monitors teaching practices to create culture of best practices including vertical (building/district)
 - Provides clear expectations and support for teachers to implement Tier 1 instruction
 - Works to establish and implement top quality instruction for all students
 - Identifies marginal and deficient teachers. Creates, communicates, oversees the implementation of a professional growth plan if needed
 - Holds tough conversations if effective teaching is not happening

- **Theme II- Professional Responsibilities**

- Administrator completes all professional responsibilities as assigned or required to operate the school effectively. Listed below are some examples of professional responsibilities that could be observed in an administrator:
 - Understands and implements effective recruitment and selection processes. (Hiring Practices)
 - Directs, supervises, and successfully supports teachers in the Teacher Growth and Appraisal Process (TGAP)
 - Provides PD/Seeks out opportunities for professional development or participates in/provides evidence of professional growth for self and staff they supervise
 - Utilizes effective task and time management processes in professional setting
 - Maintains required records and completes required tasks/responsibilities
 - Follows and ensures other employees follow school/district policies
 - Insures compliance with/Adheres to:
 - Manages and follows school safety practices
 - Manages and follows practices to ensure sound social-emotional supports for staff and students
 - Partners with mentors to help transition new teachers into school corporation

- **Theme III-Professional Behavior/Growth**

- Administrator exhibits the highest level of professionalism to be a model for the rest of the staff. Listed below are some examples that could be observed in actions of an administrator:
 - Exhibits honesty & transparency. Is accountable for actions and task delegated to others
 - Utilizes effective 2-way communication. Presents information clearly, listens to others actively, and seeks out input from others.
 - Participates in the creation of school-community norms. Holds stakeholders accountable for creating and following their own norms.
 - Disagrees without being disagreeable
 - Confronts issues in a productive manner without being confrontational.
 - Can hold difficult conversations constructively using effective communication practices.

- Exhibits positive interactions with students, parents, colleagues, community members, and others to provide a positive perception of the school.
- Sets and implements personal and professional goals
- Establishes and maintains high expectations for self and others
- Leads school with students in mind
- Follows maintains all corporation policies, rules, mandates, and other important guidelines
- Exhibits respect for district leadership, colleagues, and other staff members
- Conducts self in professional and productive manner
- Exhibits positive and professional demeanor

- **Theme IV Relationships**

- The administrator understands and values strong relationships. Listed below are some examples that could be observed in actions of an administrator:
- Relationships with students
 - Administrators consistently use interactions that foster positive professional relationships
 - Classroom norms and behaviors are created and consistently modeled by administrators and students
 - Relationship strategies are implemented, monitored and adjusted based on student needs
- Relationships with Families, Community, Colleagues and Staff
 - 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

- **Theme V Collaboration/Community Partnerships**

- The administrator understands and works to build strong community partnerships and collaboration at the school. Following are some examples that could be observed in actions of an administrator:
 - Participates in the PLC Process at the administrative level
 - Supports mentoring/induction for new administrators
 - Leads PLC work at building

- Has positive interactions with peers, other administrators, teachers, staff, and others in school corporation
- Address 4 critical PLC questions (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?)
- Promotes academic/social behaviors within the school and school community
- Builds community partnerships
- Partners with mentors to help transition new teachers into school corporation
- Collaborates with outside providers to help identify resources and counseling for those in need

- **Theme VI-Data/Student Achievement**

- The administrator leads the teachers and staff in helping improve student learning at the school. Listed below are some examples that could be observed in actions of an administrator in this theme area:
- The school/students meet or exceed expected learning targets
- Models, provides strategies, and provides resources for using data to drive instruction
- Implements protocols and ensures collaboration of instructional staff to evaluate student achievement data
- Develops or assists in the development of action plans that include mid-range and long-term goals, periodic re-evaluation, data points to measure success, and other important attributes for success
- Share/highlight student achievement/growth with school/community/other administrators/staff/students
- Lead PLCs through data analysis, problem-solving processes, and idea generation to address PLC questions 3 & 4 (How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?)

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 6 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 Administrator Effectiveness Score

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

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

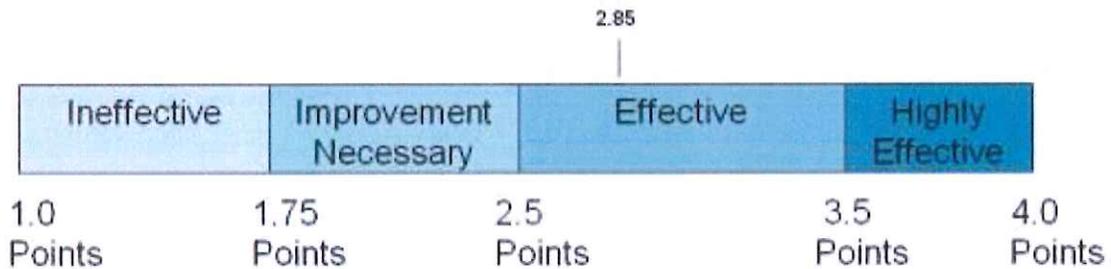
Core Theme Area	Percentage or Weight Assigned
Instructional Leadership	20%
Professional Responsibilities	20%
Professional Behavior/Growth	20%
Relationships	10%
Collaboration/Community Partnerships	10%
Data/Student Achievement	20%

Tabulating the Final Administrator Effectiveness Score

An example of tabulating the results is listed below:

Core Theme Area	Rating (1-4)	Percentage or Weight Assigned	Weighted Rating
Instructional Leadership	4	20%	.8
Professional Responsibilities	3	20%	.6
Professional Behavior	4	20%	.8
Relationships	3	10%	.3
Collaboration/Community Partnerships	3	10%	.3
Data/Student Achievement	4	20%	.8
Total			3.6

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



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

Process to Help Administrators Exhibiting Performance Issues

Administrator Improvement Process-90 Day Improvement Plan

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

Criteria that would qualify an administrator for the Administrator Improvement Process could include:

- Concerns related to performance on one or more of the 6 Core Themes that could place the administrator 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 administrator, the administrator has determined the administrator could improve his/her performance through the implementation of an improvement plan.

Details and Requirements in the Administrator Improvement Process

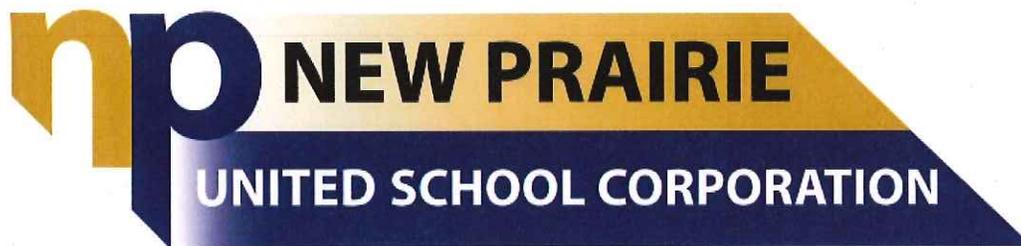
The Administrator Improvement Process is typically used when an administrator's performance is identified as an "improvement necessary" or "ineffective" in one or more themes within the New Prairie Administrator Growth and Appraisal Process. The identification can be based on a summative rating score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

- In order to implement an Improvement Plan in the Administrator Improvement Process, the supervisor/evaluator would need to present data that shows that the administrator is

below expectations in relation to the Core Themes in the New Prairie Administrator Development and Appraisal Process. The administrator being presented with the information would have an opportunity to share data that illustrates their perspective on the assessment of the administrator. The supervisor/evaluator will need to consider the data presented by the administrator in making a final assessment of the need for the implementation of an Improvement Plan. After considering the administrator's data, the supervisor/evaluator 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 Administrator Improvement Process would comply with all of Indiana's employment laws and statutes.

The New Prairie United School Corporation



**Assistant Superintendent/Curriculum Director
Evaluation and Rubric
Resource H**

I.	Overview	2
II.	Effectiveness Rubric	3
	a. Domain 1: Instructional Leadership	7
	b. Domain 2: Resource Management	10
	c. Domain 3: Professional Culture	12
	d. Domain 4: Administrator Teacher Effectiveness	13
III.	Metrics and Summative Scoring	

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.

Director of Curriculum & Instruction Performance Effectiveness Rubric

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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, materials, and 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

Director of Curriculum & Instruction Performance Effectiveness Rubric

Competency	Instructional Practices	and identifies specific exemplars and resources in each area. Is able to model this element.	grouping-	strategies for ensuring effective lesson-planning practices.
1.2 Instruction Indicator	Improvement Necessary (2)			
1.2.1	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<p>Instructional Practices</p> <p>At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally:</p> <p>Sets and models high expectations for planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding instruction.</p>	<p>Curriculum Director supports instructional practices by:</p> <p>Setting and modeling expectations for planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding instruction.</p>	<p>Curriculum Director sometimes supports instructional practices by:</p> <p>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.</p>	<p>Curriculum Director does not support instructional practices:</p> <p>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.</p>
1.2.2	<p>Diverse Learner Needs</p> <p>At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally:</p> <p>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</p>	<p>Curriculum Director supports diverse learner needs by:</p> <p>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</p>	<p>Curriculum Director sometimes supports diverse learner needs by:</p> <p>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</p>	<p>Curriculum Director does not support diverse learner needs by:</p> <p>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,</p>

			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.A.1	<p>Knowledge and Use of Data</p>	<p>At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally:</p> <p>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.</p>	<p>Curriculum Director has knowledge and uses data by:</p> <p>Guides administrators and teachers and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.</p>	<p>Curriculum Director sometimes has knowledge and uses data by:</p> <p>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.</p>	<p>Curriculum Director does not use knowledge and data:</p> <p>Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.</p>
1.A.2	<p>District Vision, Mission, Goals</p>	<p>At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally:</p> <p>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</p> <p>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.</p> <p>At Level 4, a curriculum director fulfills the criteria</p>	<p>Curriculum Director support district vision, mission, and goals by:</p> <p>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.</p>	<p>Curriculum Director sometimes supports district vision, mission, and goals by:</p> <p>Assesses school and district strengths and weaknesses using data that are not carefully analyzed.</p>	<p>Curriculum Director does not support district vision, mission, and goals:</p> <p>Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district goals or actions.</p>
1.A.3	<p>Improvement of</p>	<p>Curriculum Director supports diverse learner</p>	<p>Curriculum Director supports use of</p>	<p>Curriculum Director does not support</p>	

	<p>Performance, Effectiveness, and Learning Using data.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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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	<p>Collaboration And Team Work</p> <p>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</p>	<p>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.</p>	<p>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.</p>	<p>Curriculum Director <u>does not support</u> 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.</p>
2.1.2	<p>At Level 4, a curriculum director fulfills the criteria</p>	<p>Curriculum Director supports development</p>	<p>Curriculum Director sometimes supports</p>	<p>Curriculum Director does not support</p>

Director of Curriculum & Instruction Performance Effectiveness Rubric

		<p>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)</p> <p>Uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>Seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>
2.1.3	Tools and Systems	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

	management of the organization	management of the organization	management of the organization	management of the organization
Competency	Ineffective (1)	Effective (3)	Highly Effective (4)	Improvement Necessary (2)
<p>2.2 Laws, Policies, Ethical Behaviors Indicators</p> <p>1.2.2 Laws, Policies, Ethical Behaviors</p> <p>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.</p> <p>Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately.</p>	<p>Curriculum Director does not comply:</p> <p>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.</p>	<p>Curriculum Director complies by:</p> <p>Understands and complies with state and federal laws and mandates, and district policies. Provides the resources and support to ensure district-wide compliance.</p> <p>Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality</p>	<p>Curriculum Director sometimes complies by:</p> <p>May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.</p> <p>Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and/or staff</p>	

			appropriately;	family, and staff confidentiality appropriately.	confidentiality.
Competency			Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Fiscal Systems Initiator			Effective (3)	Improvement Necessary (2)	Ineffective (1)
Financial Systems	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	

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

Competency			Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 High Professional Standards			Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1.1 Commitment to High Professional Standards	<p>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</p>	<p>Curriculum Director supports commitment to high professional standards by: Holds a shared commitment to high standards professional of teaching and learning.</p>	<p>Curriculum Director sometimes commitment to high professional standards by: May ask administrators or teachers for commitment to high professional standards of teaching and learning</p>	<p>Curriculum Director does not commitment to high professional standards: Does not encourage professional standards of teaching and learning or high</p>	

Director of Curriculum & Instruction Performance Effectiveness Rubric

		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)				
3.2 Cultural Professional Indicator	Effective (3)				
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	Improvement Necessary (2)				
3.3 Continuous Learning	Effective (3)				
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 support 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
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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	<p>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.</p> <p>Demonstrating the ability to increase the entirety or significant majority of staff effectiveness as evidenced by gains in student achievement and teacher evaluation results;</p> <p>Articulating, supporting, and leveraging new staff training associated with the district's stated vision</p>	<p>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.</p> <p>Demonstrating ability to increase most administrators/teachers' effectiveness as evidenced by gains in student achievement and growth;</p> <p>Aligning training with the vision and mission of the district for new staff.</p>	<p>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;</p> <p>Demonstrating ability to increase some administrators/teachers';</p> <p>Occasionally applying the district vision/mission to training of new staff.</p>	<p>Curriculum Director does not support teachers and administrators: Rarely or never using staff effectiveness as a factor</p> <p>Rarely or never demonstrating the ability to increase staff effectiveness</p> <p>Rarely or never applying the district's vision/mission to training of new staff.</p>
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

Director of Curriculum & Instruction Performance Effectiveness Rubric

	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.
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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:

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

The final, 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).

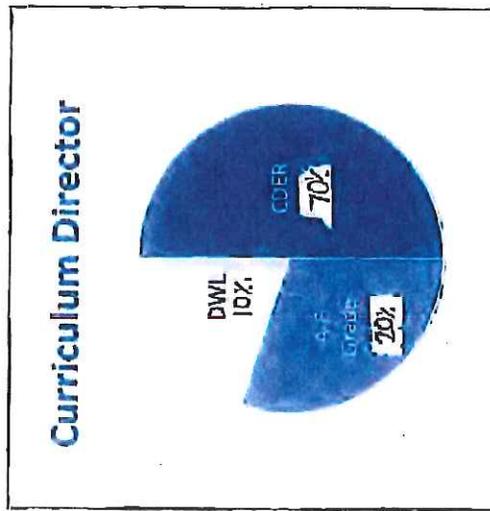
D1: Instructional Leadership	D2: Resource Management	D3: Professional Culture	D4: Administrator/Teacher Effectiveness
3 (E)	2 (IN)	4 (HE)	3 (E)
Final Rating			

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.
 $3+2+4+3/4=3$ final practice score

Weighting of Measures

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



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 (G) The District Growth Score will be 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	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 Points	1.75 Points	2.5 Points
		3.5 Points
		4.0 Points

Borderline points always round up.

NEW PRAIRIE UNITED SCHOOL CORPORATION

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

FROM: Jim Dermody

DATE: June 19, 2014

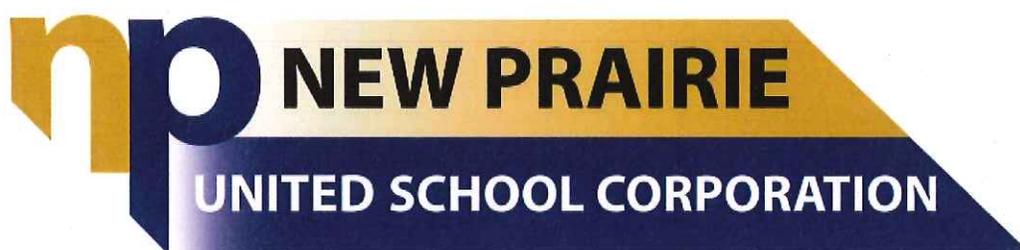
RE: Recommended 2013 – 14 NPUSC Superintendent and Director of Evaluation & Curriculum Evaluation Instrument Modifications

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.

The New Prairie United School Corporation



Superintendent Evaluation and Rubric Resource I

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	<p>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.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	<p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p>	<p>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.</p>	<p>Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.</p>
1.3	<p>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</p>	<p>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.</p>	<p>The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.4</p> <p>The superintendent provides evidence of delegation and trust in subordinate leaders.</p>	<p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>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.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>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.</p>	<p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p>
<p>1.5</p> <p>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</p>	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>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.</p>	<p>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.</p> <p>The superintendent has reached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the sub-scale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>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.</p>	<p>The superintendent is unaware of or indifferent to the data.</p>
<p>2.1</p> <p>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</p>				
<p>2.2</p> <p>The superintendent demonstrates evidence of student improvement through student achievement results.</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>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.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>	<p>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.</p>	<p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

2.3	<p>Indicator</p> <p>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</p>	<p>Highly Effective (4)</p> <p>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.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p>	<p>Effective (3)</p> <p>The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.</p>	<p>Improvement Necessary (2)</p> <p>The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.</p>	<p>Ineffective (1)</p> <p>The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.</p>
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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	<p>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.</p>	<p>On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.</p>	<p>Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.</p>	<p>The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.</p>
3.2	<p>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.</p>	<p>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.</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.</p>	<p>Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>4.0 Building Relationships – The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.</p>				
<p>4.1 The superintendent demonstrates effective communication with parents and community.</p>	<p>There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever-broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.</p>	<p>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).</p> <p>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.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavours.</p>	<p>The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the superintendent.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
<p>4.2 The superintendent forges consensus for change and improvement throughout the school corporation.</p>	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues.	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 scripts 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)
<p>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.</p>				
<p>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.</p>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>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.</p> <p>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.</p>	<p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>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.</p>
<p>5.2 The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</p>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation program.</p> <p>Approved goals are shared and available for the entire community.</p>	<p>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.</p> <p>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.</p>	

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and 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)
<p>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.</p>	<p>6.1</p> <p>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p>	<p>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.</p>	<p>Some decisions are based on data, but others are the result of personal preference and tradition.</p>	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is manifested from the superintendent or based on what is popular.</p>
<p>6.2</p> <p>The superintendent demonstrates personal proficiency in technology implementation and utilization.</p>	<p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporation, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p> <p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p>	<p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p>	<p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total					

Superintendents Goals/Objectives

Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Metrics Percentages

for school year:

Date Established

Assessment Instrument

Corporation Accountability Grade

Goals / Objectives

Total =

Superintendent Goals / Objectives

School Corporation:

Number of Goals / Objectives:

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

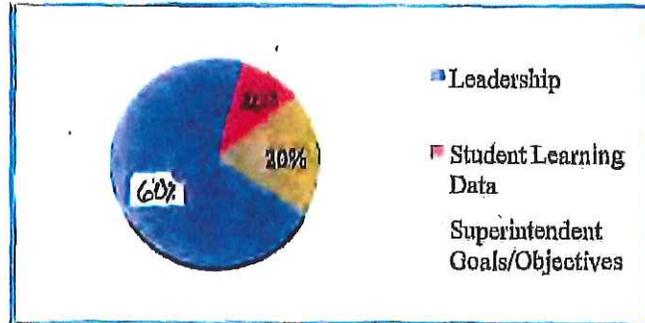
Board Members

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.

Effectiveness Rubric	Category	Points
	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

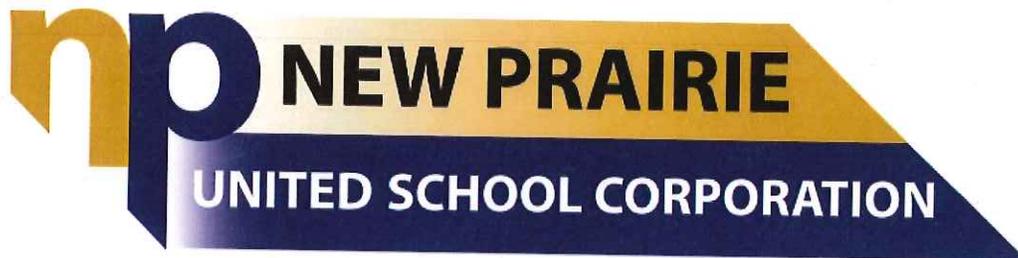
COMPUTING THE SCORE:

	Raw Score	x	Weight	= SCORE
Rubric Rating	3		0.60	2.1
+ Accountability A-F Grade	4		0.10	.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

The New Prairie United School Corporation



Link for Preform

<https://npusc.tedk12.com/sso>

Resource J