

EVALUATION PLAN

Certificated Employees



School Year 2023 - 2024

OVERVIEW

PHILOSOPHY OF ANNUAL EVALUATION

It is the policy of the Tri-Creek School Corporation School Board that ***all certificated employees*** participate in an appraisal program on an annual basis to facilitate the successful and continuing achievement of the goals and objectives of the Tri-Creek School Corporation.

OBJECTIVES

Within the organizational context of the Tri-Creek School Corporation, the process of improving instruction is accomplished through three strands of professional growth.

- To provide students with a caring, competent teacher
- To optimize the use of time invested by teachers and evaluators by providing an efficient, effective systematic approach to the improvement of instruction
- To provide immediate support and assistance to the teacher in the event that performance assessment reveals areas for concern
- To provide for the assimilation of new teachers through a systematic program of support and orientation
- To ensure a collaborative effort of shared responsibility for assessing the improvement of instruction
- To provide a program of professional growth flexible enough to address the needs of all teachers and structured enough to meet state requirements.
- To provide a set of professional standards founded on research by which to compare and contrast actual performance.
- To develop a common set of beliefs and consensus about what defines excellent teaching.
- To assist evaluators in making valid judgments about quality teaching and appropriate recommendations where areas for improvement have been cited
- To provide extensive opportunities for feedback to teachers
- To provide a process that fosters continuous improvement in a climate of trust, mutual respect, and always with a focus on how what we do impacts student performance

ANNUAL EVALUATION, RATING, & INSTRUMENT

Indiana Code 20-28-11.5 requires that all teachers be evaluated annually and that the evaluation results in a summative rating of Highly Effective, Effective, Improvement Necessary, or Ineffective. The instrument tool to conduct teacher evaluations shall be the locally-developed Tri-Creek School Corporation Teacher Effectiveness Rubric.

All administrators are evaluated annually. The Indiana Superintendent Evaluation Process developed by the Indiana Association of Public School Superintendents and The Indiana Association of Public School Superintendents is used for the superintendent evaluation that results in a summative rating of Highly Effective, Effective, Improvement Necessary, or Ineffective. All other administrators are evaluated using one of two locally-developed rubrics based on the *Indiana Content Standards for School Leader: Building-Level* that results in a summative rating of Highly Effective, Effective, Improvement Necessary, or Ineffective.

EVALUATORS

Superintendent, Director of Curriculum, Instruction, and Assessment, and Principals and/or Assistant Principals serve as evaluators of subordinate certified staff in the school district. Each evaluator participates in annual training to ensure consistent application of the evaluation process and rubric. The training consists of a review of the rubric, practice observations, discussions, and co-observation to establish inter-rater reliability. The superintendent evaluates all cabinet administrators and building principals. Each building principal assigns primary and, if applicable, secondary evaluators to evaluate each certified teacher. Evaluators may visit a classroom at any time to conduct an informal observation and with advanced notice for a formal observation. Evidence collected during these observations may be used to inform the summative evaluation.

TEACHER EVALUATION

SCHOOL YEAR OVERVIEW OF KEY DATES

KEY DATES	OVERVIEW
August 24, 2023	The superintendent met with the teachers' representative of Tri-Creek Teachers' Organization (TCTO) to review and discuss the evaluation plan.
August/Sept 2023 (Teacher) September 5, 2023 (Admin) September 14, 2023 (Board)	Subsequent to the (TCTO) meeting and before any evaluations are conducted, at a public meeting, the superintendent will explain the evaluation plan to the school board.
September 7, 2023	Submission to the Indiana Department of Education.
September 2023	Pre-evaluation planning sessions and administration presentation of Evaluation Plan to teachers, prior to any evaluations conducted. A digital copy of the Professional Growth and Evaluation Plan will be available to teachers. Teachers are encouraged to meet with the principal if clarification of the rubric is needed.
April 1, 2024	All classroom observations completed and professional artifacts communicated/uploaded unless extended by mutual agreement between administration and teacher.
May 15, 2024	All summative evaluations completed and shared with teachers. Summative conferences are not required but may be requested by either administration or teacher. Should a teacher receive a summative rating of Improvement Necessary or Ineffective, a summative conference shall take place within five (5) school days of the teacher's receipt of the evaluation.

PROFESSIONAL GROWTH AND EVALUATION PLAN

This appraisal program uses an approach to foster professional growth as well as to create a continuing focus on improving instruction. The appraisal program promotes self-growth, instructional effectiveness, improvement in overall job performance, and student success. The process is the shared responsibility of the teacher and the evaluator, working together, to increase teaching effectiveness and student learning. The use of formative appraisal procedures helps provide a basis for instructional improvement and positive learner growth.

Teachers in the Tri-Creek School Corporation are expected to be proficient in the components of effective instruction, which are fully described in the Tri-Creek School Corporation Teacher Effectiveness Rubric. Appropriate planning for instruction is required. Teachers are also expected to demonstrate Core Professionalism, which is defined in the Tri-Creek School Corporation Teacher Effectiveness Rubric.

The summative appraisal procedures are separate and distinct from the formative appraisal process. Whereas the formative appraisal program is bilateral, the summative appraisal procedure is unilateral with the primary evaluator directing the process. Summative appraisal procedures can lead to the principal declining to continue a probationary teacher's contract or cancellation of a professional or established teacher's contract (I.C. 20-28-7.5-1).

511 IAC 10-6-4(c) defines Negative Impact on student learning as follows: (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. (2) For classes that are not measured by statewide assessments, negative impact on student growth is defined as where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. For any educator determined to negatively impact student growth as defined, the summative evaluation rating shall not be Effective or Highly Effective and shall be adjusted to a Needs Improvement or Ineffective rating. As for this 2023-2024 evaluation tool, student data is not a required component.

TERMINOLOGY

TERM	MEANING AND REQUIREMENTS
Artifacts	Artifacts can include, but are not limited to, lesson plans, assignments, scoring rubrics, student work, reflections, meeting agendas and minutes, documented improvement plan and monitoring, documentation of professional development attended or delivered, documentation of adherence to school corporation and school rules and procedures, and documentation of participation in school corporation and school initiatives.
Elements	Within each component are a number of elements of effective instruction. It is expected that each element will be used, but not necessarily observed, throughout the school year.

	<p>The teacher and evaluator share a responsibility to be aware of which elements have not been observed. Each element is described at each of the four (4) rating levels. Not every element will be observed during each observation. Likewise, some elements will not be evident during an observation.</p> <p>If the evaluator does not believe enough instructional strategies have been employed, the evaluator will have a conversation with the teacher to gain further evidence of the elements that have not been observed. This conversation may lead to the evaluator or teacher providing evidence from outside of the classroom observation. The sources of evidence could be provided by the teacher, information gained by the evaluator from classroom walkthroughs, and incidental observations outside of the classroom. The evaluator will share the evidence pieces with the teacher, if not provided by the teacher, before including them in an observation scoring.</p>
Scoring	<p>The evaluator will record a score for each element observed throughout the school year. The teacher will not receive a summative score after each observation. At the end of the school year, the evaluator will determine a summative rating for each component by reviewing the scores for each element observed during the year and, using professional judgment, will determine the final summative score for the component.</p>
Feedback	<p>Evaluators will provide written scoring and feedback within five (5) school days of an informal or formal observation. Within five (5) school days of receiving the scoring, teachers can respond to the scoring and feedback. Coaching tips will be provided if a teacher scored a 1 or 2 for any element.</p> <p>It is important for teachers to review the scoring and feedback in the event that the teacher feels it is necessary to provide the evaluator with additional evidence that may alter the evaluator's assessment of the teacher's performance.</p>
Pre-observation Conference	<p>A meeting between the evaluator and the teacher to be conducted within three (3) days of the formal observation window.</p> <p>Purpose of pre-observation conferences include items such as:</p> <ul style="list-style-type: none"> ● Evaluator gaining insight on how teacher approaches lesson planning ● Opportunity for evaluator to have dialogue/coach regarding good teaching practices

	<ul style="list-style-type: none"> • Evaluator learning about students in the classroom including topics such as classroom management, special education, English learners, performance levels • Identifying areas of needed support for teacher • Dialogue of where class period may fall in the scope and sequence of the established curriculum • Opportunity for new evaluators getting to know teachers
Post-observation Conference	A meeting between the evaluator and the teacher to be conducted within five (5) school days from when the teacher receives written feedback from the formal observation. The purpose of the meeting is to discuss the formal evaluation observation and notes or any aspect of the overall evaluation rubric.
Summative Conference	<p>A meeting to discuss the overall summative evaluation. This meeting is optional but may be requested by the evaluator or teacher for a rating of Effective or Highly Effective. Any rating less than Effective will require a Summative Conference to be held within five (5) school days.</p> <p>If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.</p> <p>A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.</p>
Informal Observation and Evaluation	A classroom observation conducted without notice, results in informal written feedback provided within two (2) school days, and has no minimum time requirement.
Formal Observation and Evaluation	A classroom observation is announced in advance and conducted within a window of five (5) specified, consecutive school days. The observation will be at least 30 minutes in duration and will result in written feedback to be shared within five (5) school days following the formal observation. Evaluators shall strive to stay for an entire class period or lesson block.

Out-of-Classroom Observations
 Teachers can be observed in settings outside the classroom setting. Examples of observations outside the classroom setting can include a teacher mentoring another teacher, a teacher receiving mentoring, participation in professional learning communities, staff meetings, or parent meetings.

Summative Evaluation
 The overall Teacher Effectiveness Rubric Score. The teacher effectiveness rubric score is derived from the following five (5) components:

Component 1 – Purposeful Lesson Design score (weighted 10%)

Component 2 – Instructional Strategies and Content Delivery score (weighted 70%)

Component 3 – Classroom Management and Climate score (weighted 10%)

Component 4 – Teacher Leadership score (weighted 10%)

Component 5 – Core Professionalism score ranging 0 to -1 (in -.20 point increments)

Components 1 through 4 are weighted and used as part of the calculation of the teacher's effectiveness rubric score. Component 5 is scored as 0 to -1 (in -.20 increments) and can adversely affect the teacher's effectiveness rubric score.

Example:

Calculation of Final Summative Rating
 Teacher's Name _____
 The values for the blue cells will auto populate throughout the spreadsheet.

Component	Rating (1-4)	Weight	Weighted Rating
1	4.00	10%	0.40
2	1.50	70%	1.05
3	0.40	10%	0.04
4	4.00	10%	0.40
Average Score for Domains 1-4			1.89

Component 5: Plus 0 to -1 (in -.20 increments) + 0.0

Final Teacher Effectiveness Rubric Score 1.89

Final Summative Ratings:

- Less than 2.0 = Ineffective
- 2.0 - 2.49 = Improvement Necessary
- 2.5 - 3.49 = Effective
- 3.5 + = Highly Effective

	<p>Teachers who disagree with the final summative rating may write an explanatory letter, which will be included in the teacher’s official personnel file maintained at the Tri-Creek School Corporation office. Teachers have a right to inspect their personnel file at the Tri-Creek School Corporation office and may request copies of all personal appraisals/evaluations. The only persons who may inspect a personnel file, other than the teacher, are administrators, school board members, school attorneys, and state officials.</p>
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THREE STRANDS

There are three different strands of participation (involvement) that recognize the needs of teachers as professionals. Each of the strands provides appropriate opportunities and support for continuous growth and development as a professional educator. Indiana Code 20-28-11.5 sets forth the basic requirements for the Tri-Creek School Corporation plan for professional growth and performance assessment of each certified member of the corporation.

Strand 1: Induction and Orientation for Probationary Teachers

Probationary Teacher

A teacher who:

- Is in first and second year of employment under a teaching contract in the Tri-Creek School Corporation regardless of the number of years of experience the teacher may have had in other school corporations.
- Serves under a contract as a teacher in a public school corporation and has not received a rating in an evaluation under IC 20-28-11.5; or
- Earns a rating of ineffective in an evaluation under IC 20-28-11.5; or
- Has not earned three (3) ratings in a five (5) year period of effective or highly effective in an evaluation under IC 20-28-11.5.
- Was formerly a “Professional” Teacher who earned a rating of ineffective in an evaluation.
- A teacher who earns a rating of ineffective or improvement necessary, as defined in I.C. 20-28-11.5, shall develop, in conjunction with the evaluator, a remediation plan (Appendix 1). The teacher shall have at most one semester, or up to ninety (90) school days if a semester is greater than 90 school days, to correct the deficiencies noted on the teacher’s completed Performance Evaluation Results Form as required in I.C. 20-28-22.5-6(b).

Purpose of Strand 1

Provide orientation, training, and support to enable new teachers to acquire knowledge, skills, and attitudes related to the traditions and expectations of the local school community and culture during at least their first two (2) years.

Process of Strand 1

- Evaluation conducted annually
- Pre-observation Conference required prior to Formal Observation
- Minimum of 1 Formal Observation conducted no later than April 1, 2023
- Minimum of 2 Informal Observations conducted no later than April 1, 2023
- Formative evaluations shall take place at reasonable intervals to ensure that teachers have

the opportunity to demonstrate growth prior to a summative evaluation

- Post-observation Conference required within five school days of receiving feedback from formal observation
- Artifacts communicated/uploaded by April 1, 2023 unless extended by mutual agreement between administration and teacher
- Summative evaluation completed and shared with teacher no later than May 15, 2023
- Summative evaluation conferences are optional but may be requested by the evaluator or the teacher.

Goal Setting of Strand 1

At any time when an evaluator identifies an element in any component in the teacher effectiveness rubric in which the evaluator believes the teacher needs to enhance his or her performance, the evaluator can require the teacher to set specific goals regardless of the teacher's effectiveness rating.

If the teacher's performance is substantially deficient, a Support and Assistance Remediation Plan will be written instead of utilizing goal setting. Unsatisfactory improvement of the actions described on the Support and Assistance Remediation Plan can result in cancellation of the teacher's contract.

Action Steps of Strand 1

Action steps that need to be taken to achieve the goal(s) will be identified in the Professional Development Plan. Indicators of Progress Benchmarks will be set, including identification of data needed, in the Professional Development Plan to check progress throughout the school year.

Reporting of Strand 1

Contacts with administrators to support and monitor progress during the year will be identified in the Professional Development Plan. A final conference to discuss progress toward or attainment of the goal(s) will take place during the summative conference with the teacher.

Strand 2: Professional Growth and Evaluation

Established Teachers

A teacher who:

- was employed by the school corporation prior to July 1, 2011. The teacher is only Established in the corporation where they earned that status. A teacher who moves to another corporation becomes a Probationary Teacher.

Professional Teachers

A teacher who:

- Serves under a contract as a teacher in a public school corporation; and
- Earned a rating of Effective or Highly Effective for at least three (3) years in a five (5) year or shorter period.
- A "Professional" Teacher who receives a rating of Ineffective in an evaluation shall be considered a probationary teacher.
- Has been employed under a teaching contract with the Tri-Creek School Corporation for more than two (2) consecutive school years and received an evaluation rating of Effective or Highly Effective in the previous evaluation cycle.

Process of Strand 2

- Conducted annually
- Pre-observation Conference (Optional)
 - Shall occur if requested by evaluator or teacher

- Minimum of 1 Formal Observation conducted no later than April 1, 2023
- Minimum of 1 Informal Observations conducted no later than April 1, 2023
- Formative evaluations shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation
- Post-observation Conference (Optional)
 - Optional unless requested by the evaluator or teacher, or when any component of the formal observation is rated less than effective.
- Artifacts communicated/uploaded by April 1, 2023 unless extended by mutual agreement between administration and teacher
- Summative evaluation completed and shared with teacher no later than May 15, 2023
- Summative evaluation conferences are optional but may be requested by the evaluator or the teacher. In the event of a summative evaluation rating of Needs Improvement or Ineffective, the summative evaluation conference must take place within five (5) school days from when the evaluation is shared with the teacher.

Goal Setting of Strand 2

At any time when an evaluator identifies an element in any component in the teacher effectiveness rubric in which the evaluator believes the teacher needs to enhance his or her performance, the evaluator can require the teacher to set specific goals regardless of the teacher's effectiveness rating.

If the teacher's performance is substantially deficient, a Support and Assistance Remediation Plan will be written instead of utilizing goal setting. Unsatisfactory improvement of the actions described on the Support and Assistance Remediation Plan can result in cancellation of the teacher's contract.

Action Steps of Strand 2

Action steps that need to be taken to achieve the goal(s) will be identified in the Professional Development Plan. Indicators of Progress Benchmarks will be set, including identification of data needed, in the Professional Development Plan to check progress throughout the school year.

Indicators of Progress Strand 2

Benchmarks will be set, including identification of data needed, in the Professional Development Plan to check progress throughout the school year.

Reporting of Strand 2

Conference with the primary evaluator and goals approved by October 15. Contacts with administrators to support and monitor progress during the year will be identified in the Professional Development Plan. A final conference to discuss progress toward or attainment of the goal(s) will take place during the summative conference with the teacher.

Strand 3: Support and Assistance

In the event that, on the basis of the evaluator's assessment, teaching performance has not met minimum requirements, a teacher may be notified through a formal conference, and in writing, of the specific concerns that result in that teacher's assignment to Strand 3.

Purpose Strand 3

To identify areas of deficiency and quickly address those areas in a positive proactive manner by meeting with the teacher, developing a remediation plan, and evaluating the results. The ultimate goal is to have all teachers working in the Professional Growth and Evaluation strand.

Evaluator Strand 3

Primary evaluator

Instruments Strand 3

Tri-Creek School Corporation Teacher Effectiveness Rubric, Support and Assistance Remediation Plan, and other materials deemed appropriate.

Process Strand 3

If a Professional or Established teacher receives a rating of ineffective or improvement necessary or in the professional judgment of the principal, the teacher's performance has not met minimum requirements of the district. The principal notifies the teacher (and the teacher association representative) that the teacher is being moved into Strand 3: Support and Assistance.

The results of the evaluation are put in writing and copies sent to the superintendent and to the teacher. The goal is to eliminate the causes of concern and return the teacher to Strand 2: Professional Growth and Evaluation as soon as possible. A remediation plan is written that precisely defines the problem area(s), describes what is needed, the assistance given, provides a time frame for implementation, and a date for review of progress. The duration of the plan may not exceed ninety (90) school days (I.C. 20-28-11.5-6). The principal may direct the use of the teacher's license renewal credits in the remediation plan.

Administrative Procedures

Assignment of Students to a Teacher Rated Ineffective Indiana Code 20-28-11.5-7* requires that students not be instructed two (2) consecutive years by two (2) consecutive teachers rated ineffective. To fulfill this mandate, the following procedure will be used:

1. The principal will analyze the master schedule to determine if the teachers can be reassigned so as no student would be instructed for two (2) consecutive years by two (2) consecutive teachers rated ineffective.
2. The principal and teachers will develop a remediation plan with the aim of helping the teachers demonstrate practices that will cause the teachers to receive a rating higher than ineffective.
3. The superintendent may use other means to prevent assigning students for two (2) consecutive years by two (2) consecutive teachers rated ineffective. Those means may include counseling the teacher to enter retirement or cancellation of the ineffective teachers' contracts.

If it is unavoidable to assign a student for two (2) consecutive years by two (2) consecutive teachers rated ineffective, the principal of the school will send written notice to the parents of each of the students affected. This notice will occur no later than five (5) days before the beginning of the school year. *IC 20-28-11.5-7

Students instructed by teachers rated ineffective; notice to parents required Sec. 7.

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

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

(c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most

recent year in
which the teacher instructed students, instead of for the school year immediately before the
school year in
which students are placed in the teacher's class, shall be used in determining whether
subsection (b) applies
to the teacher.

(d) If it is not possible for a Tri-Creek School Corporation to comply with this section, the
Tri-Creek School Corporation must notify the parents of each applicable student indicating the
student will be placed in a classroom of a teacher who has been rated ineffective under this
chapter. The parent must be notified before the start of the second consecutive school year.
As added by P.L.90-2011, SEC.39.

Domain 1: Purposeful Lesson Design (10.00%)

1.1 The teacher utilizes assessment data to create objective-driven lesson plans and assessments

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>Teacher fulfills the criteria for Level 3 and additionally:</i>	<i>Teacher:</i>	<i>Teacher:</i>	<i>Teacher:</i>
	Uses prior assessment data to formulate design of achievement goals, unit plans, and lesson plans	Uses prior assessment data to formulate design of achievement goals, unit plans, or lesson plans, but not all of the above	Rarely or never uses prior assessment data when planning
Teacher persists in the search of effective approaches for students who lack success	Identifies lesson objectives that are aligned to state content standards	Identifies lesson objectives that are aligned to state content standards	Rarely or never plans daily lessons, OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments
Teacher incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Matches instructional strategies as well as meaningful and relevant activities/ assignments to the lesson objectives	Matches instructional strategies and activities/assignments to the lesson objectives	
	Designs formative assessments that measure progress towards mastery and inform instruction	<i>Teacher may not:</i> <i>Design assignments that are meaningful or relevant; plan formative assessments to measure progress towards mastery or inform instruction</i>	

1.2 The teacher collaborates with gradelevel/subject-area colleagues during PLC to develop best educational practices

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher goes above and beyond in seeking out opportunities to collaborate	Teacher seeks out and participates in regular opportunities to work with and learn from others	Teacher participates in occasional opportunities to work with and learn from others	Teacher rarely or never participates in opportunities to work with others
Teacher coaches peers through difficult situations	Teacher asks for assistance, when needed, and provides assistance to others in need	Teacher asks for assistance when needed	Teacher works in isolation and is not a team player
Teacher takes on leadership roles within collaborative groups such as Professional Learning Communities		Teacher may not seek to provide other teachers with assistance when needed OR regularly seek out opportunities to work with	

others

1.3 The teacher develops standards-based unit plans and assessments

Highly Effective

Teacher creates well-designed unit assessments that align with an end-of year summative assessment (either state, district, or teacher created)

Teacher anticipates student reaction to content

Teacher ensures allocation of time per unit is flexible and/or reflects level of difficulty of each unit

Effective

Based on achievement goals, teacher plans units by: Identifying content standards that students will master in each unit Creating assessments before each unit begins for backwards planning

Allocating an instructionally appropriate amount of time for each unit

Improvement Necessary

Based on achievement goals, teacher plans units by identifying content standards that students will master in each unit Teacher may not create assessments before each unit begins for backwards planning

Teacher may not allocate an instructionally appropriate amount of time for each unit

Ineffective

Teacher rarely or never plans units by identifying content standards that students will master in each unit, OR there is little to no evidence that teacher plans units at all

1.4 The teacher tracks student data and analyzes progress throughout the course of the school year

Highly Effective

Teacher uses daily checks for understanding for additional data points

Teacher updates tracking system regularly

Teacher uses data analysis of student progress to drive lesson planning for the following day

Effective

Teacher uses an effective data-tracking system for:

Recording student assessment/progress data

Analyzing student progress towards mastery and planning future lessons/units accordingly

Maintaining a grading system aligned with student learning goals

Improvement Necessary

Teacher uses an effective data-tracking system for:

Maintaining a grading system

Teacher may not:

Use data to analyze student progress towards mastery or to plan future lessons/units

Have grading system that appropriately aligns with student learning goals

Maintaining a grading system

Ineffective

Teacher rarely or never uses a data-tracking system to record student assessment/ progress data and/or has no discernable grading system

Domain 2: Instructional Strategies and Content Delivery (70.00%)

2.1 The teacher communicates directions and expectations for learning to students through unit/lesson goals and objectives clearly and accurately

Highly Effective

Students can explain what they are learning and why it is important, beyond repeating the stated objective

Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson

Effective

Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson

Teacher's spoken and written language is clear and correct
Vocabulary is appropriate to students' ages and interest

Improvement Necessary

Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable

Teacher's spoken language is audible, and written language is legible. Both are used correctly
Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds

Ineffective

Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson

Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors
Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused

2.2 The teacher uses differentiated questioning and discussion techniques that are academically appropriate for all students to fulfill their instructional goals

Highly Effective

Teacher checks for understanding at higher levels by asking pertinent, leveled questions that push thinking; accepts only high-quality student responses (those that reveal understanding or lack thereof)

Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher order thinking

Effective

Teacher 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

Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly. Teacher uses a variety of methods to check for understanding

Teacher uses wait time effectively both after posing a question and before helping students think through a response

Teacher does not allow students to opt-out of

Improvement Necessary

Teacher sometimes checks for understanding of content, but misses several key moments

Teacher mostly gets an accurate pulse of the class's understanding, but may not gain enough information to modify the lesson accordingly

Teacher may not use a variety of methods to check for understanding, when doing so would be helpful

Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content

Teacher sometimes allows students to opt-

Ineffective

Teacher rarely or never checks for understanding of content, or misses nearly all key moments

Teacher rarely or never gets an accurate pulse of the class's understanding from checks and, therefore, cannot gain enough information to modify the lesson

Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer

Teacher frequently allows students to opt-out

checks for understanding and cycles back to these students

Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments

out of checks for understanding without cycling back to these students

Teacher 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

of checks for understanding and does not cycle back to these students

Teacher rarely or never assesses for mastery at the end of the lesson

2.3 The teacher represents content appropriately and links it with the students' knowledge and experience

Highly Effective

Teacher effectively engages prior knowledge of students in connecting to lesson

Teacher draws authentic real-world connections to the content and learning
Students demonstrate through work or comments that they understand this connection

Effective

Teacher engages students in revision of previous knowledge about content addressed in previous lessons

Lesson is well-organized to move students towards mastery of the objective

Teacher identifies a lesson or part of a lesson as involving important information as to which students should pay particular attention

Improvement Necessary

Lesson generally does not build on prior knowledge of students, or students fail to make this connection

Organization of the lesson may not always be connected to mastery of the objective

Ineffective

There may be no effort to connect objective to prior knowledge of students

Lesson is disorganized and does not lead to mastery of objective

Lesson is disorganized and does not lead to mastery of objective

2.4 The teacher uses a variety of appropriate instructional resources and techniques to engage students

Highly Effective

The lesson progresses at an appropriate pace so that only one or two students are not consistently engaged, and students who finish early have something else meaningful to do

Effective

Three-quarters (3/4) or more of students are actively engaged in content at all times and not off-task

Teacher provides ways to engage with content that significantly promotes student mastery of the objective

Improvement Necessary

Fewer than 3/4 of students are engaged in content, and many are off-task

Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content

Ineffective

Fewer than 1/2 of students are engaged in content, and many are off-task

Teacher may only provide one way of engaging with content, OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content

Teacher effectively integrates technology to transform the learning experience

Teacher systematically and routinely engages in two-way timely feedback with students to highlight what is right and wrong or good and bad about their work as well as helping students to see how they can improve

Teacher engages students in activities that help them record (i.e., note taking, graphic organizers, verbal share) their understanding of content in linguistic and/or non-linguistic way

Teacher effectively integrates technology to enhance the learning experience

Teacher sustains the attention of the class by maintaining a dynamic presence

Teacher engages in two-way timely feedback with students to highlight what is right and wrong or good and bad about their work as well as helping students to see how they can improve

Students work hard and are deeply active rather than passive/receptive

Teacher may miss opportunities to provide ways of differentiating content for student engagement
Teacher integration of technology may only serve as a substitute for traditional resources

Teacher integration of technology may only serve as a substitute for traditional resources

Teacher engages in limited timely feedback with students to improve learning

Some students may not have the prerequisite skills necessary to fully engage in content, and teacher's attempt to modify instruction for these students is limited or not always effective
Students may appear to actively listen, but when it comes time for participation are disinterested in engaging

Teacher does not differentiate instruction to target different learning styles

Teacher does not integrate technology

Teacher does not engage in timely feedback with students to improve learning

Most students do not have the prerequisite skills necessary to fully engage in content, and teacher makes no effort to adjust instruction for these students

2.5 The teacher paces lessons by responding to student progress/understanding of the material and adjusts lessons accordingly

Highly Effective

Teacher anticipates student misunderstandings and preemptively addresses them

Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement

Teacher provides multiple exposures to new

Effective

Teacher responds to misunderstandings with effective scaffolding techniques

Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs

Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students

Teacher provides multiple exposures to new

Improvement Necessary

Teacher may persist in using a particular technique for responding to an error in reasoning, even when it is not succeeding

Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (e.g., re-explaining a concept) when student-driven techniques could have been more effective

Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students

Teacher provides a minimal number of

Ineffective

Teacher repeatedly uses the same technique to respond to an error in reasoning even when it is not successful

Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques

Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students

Teacher does not provide repeated

information through rehearsal and review information to assist students in internalizing the information

Teacher provides opportunities to practice what they have learned and provides feedback during practice to ensure students do not incorrectly internalize the information

information through rehearsal and review information to assist students in internalizing the information

Teacher does not give up but continues to help students deepen their knowledge by examining errors in their own reasoning or the logic of the information presented to them

exposures to new information through rehearsal and review information to assist students in internalizing the information

exposures to new information through rehearsal and review information to assist students in internalizing the information

2.6 The teacher creates a classroom culture that fosters collaboration, respect, and high expectations for academic success

Highly Effective	Effective	Improvement Necessary	Ineffective
	Students are respectful of their teacher and peers	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms	Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior
Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance	Students are given opportunities to collaborate and support each other in the learning process	Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together	Students are not given many opportunities to collaborate OR, during these times, do not work well together even with teacher intervention
Students reinforce positive character and behavior and discourage negative behavior among themselves	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior	Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both	Teacher rarely or never praises positive behavior
	Teacher has a good rapport with students and shows genuine interest in their thoughts and opinions.	Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	Teacher rarely or never addresses negative behavior
Students participate in forming academic goals for themselves and analyzing their progress			
Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance Students demonstrate high academic expectations for themselves	Teacher sets high expectations for students of all levels	Teacher may set high expectations for some, but not others	Teacher rarely or never sets high expectations for students
Students' comments and actions	Students are invested in their work and value	Students are generally invested in their work,	Students may demonstrate disinterest or

demonstrate that they are excited about their work and understand why it is important

academic success as evidenced by their effort and quality of their work

but may occasionally spend time off-task or give up when work is challenging

lack of investment in their work (e.g., students might be unfocused, off-task, or refuse to attempt assignments)

The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)

Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily)

Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from teachers or peers

Teacher celebrates and displays high quality academic work

Teacher may praise the academic work of some, but not others
High quality work of a few, but not all, students may be displayed in the classroom

Teacher rarely or never praises academic work or good behavior
High quality work is rarely or never displayed in the classroom

2.7 The teacher maximizes instructional time

Highly Effective

Routines, transitions, and procedures are well- executed
Students know what they are supposed to be doing without prompting from the teacher

Students are always engaged in meaningful work while waiting for the teacher (e.g., during attendance)

Students share responsibility for operations and routines and work well together to accomplish these tasks

Students are consistently on-task and follow the instructions of the teacher without much prompting Disruptive behaviors and off-task conversations are rare; however, when they occur, they are always addressed without major interruption to the lesson

Effective

Class starts on time

Routines, transitions, and procedures are well- executed

Students are only ever not engaged in meaningful work for brief periods of time (e.g., during attendance)

Teacher delegates time between parts of the lesson appropriately so as to best lead students towards mastery of objective

Students are often on- task and follow the instructions of the teacher without much prompting

Improvement Necessary

Class may consistently start a few minutes late

Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed

There is more than a brief period of time when students are left without meaningful work to keep them engaged

Teacher may delegate lesson time inappropriately between parts of the lesson

Significant prompting from the teacher is necessary for students to follow instructions and remain on- task
Disruptive behaviors and off-task conversations sometimes occur; however, they may not be addressed in the most effective manner, and the teacher may have to stop the lesson frequently to address the

Ineffective

Teacher may frequently start class late

There are few or no evident routines or procedures in place
Students are unclear about what they should be doing and require significant direction from the teacher at all times

There are significant periods of time in which students are not engaged in meaningful work Even with significant prompting, students frequently do not follow directions and are off- task

Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson

Domain 3: Classroom Management and Climate (10.00%)

3.1 The teacher creates and maintains a respectful classroom environment and a culture for learning

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual, beyond that for the role	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the teacher	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect as a result of teacher disrespect
Students demonstrate genuine caring for one another as individuals and as students	Student interactions are generally polite and respectful Teacher conveys genuine enthusiasm for the subject while integrating real-life applications, and students demonstrate genuine commitment to its value	Students exhibit only minimal respect for the teacher. Students exhibit only minimal respect for each other in daily interactions	Student interactions are characterized by conflict, sarcasm, or put-downs
Students demonstrate, through their active participation, curiosity, and attention to detail, that they value the content's importance		Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others
Both students and teacher establish and maintain, through planning of learning activities, interactions, and the classroom environment, high expectations for the learning of all students	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement
The physical classroom is safe and meets all safety requirements	The physical classroom is safe and meets all safety requirements	The physical classroom does not meet all safety requirements	The physical classroom is unsafe and does not meet safety requirements

3.2 The teacher manages and supervises classroom procedures and resources: transitions, materials, groups, and aides

Highly Effective	Effective	Improvement Necessary	Ineffective
Groups working independently are productively engaged at all times, with students assuming responsibility for productivity	Tasks for group work are organized, and groups are managed so that most students are engaged at all times	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group	Groups not working with the teacher are not productively engaged in learning
Transitions are seamless, with students assuming most of the responsibility for efficient operation	Transitions occur smoothly with little loss of instructional time. Students assume some responsibility for efficient operations	Transitions are sporadically efficient, resulting in some loss of instructional time. Students assume little responsibility for	Instructional time is lost during transitions. Students are unclear of the classroom procedures and expectations

		efficient operations	
Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation	Routines for handling materials and supplies occur smoothly, with little loss of instructional time	Routines for handling materials and supplies function moderately well	Materials are handled inefficiently, resulting in a loss of instructional time
Teacher maximizes the use of aides in classroom learning activities and promotes collaboration and initiative	Teacher utilizes the use of aides in classroom learning activities	Teacher utilizes the use of aides in classroom activities that are nonacademic in nature	Teacher does not utilize aides in classroom activities

3.3 The teacher expects and maintains high standards of student behavior in accordance with school policy and character education initiatives

Highly Effective	Effective	Improvement Necessary	Ineffective
Standards of conduct are clear to all students and appear to have been developed with student participation	Standards of conduct are clear to all students	Standards of conduct appear to have been established for most situations, and most students seem to understand them	No standards of conduct appear to have been established, or students are confused as to what the standards are
	Teacher is alert to student behavior at all times	Teacher is generally aware of student behavior but may miss the activities of some students	Student behavior is not monitored, and teacher is unaware of what students are doing
Monitoring by teacher is subtle and preventive	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate	Teacher attempts to respond to student misbehavior but with uneven results	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity

Domain 4: Teacher Leadership (10.00%)

4.1 Contribute to School Culture

Highly Effective	Effective
Seek out leadership roles	Contribute ideas and expertise to further the school's mission and initiatives
Go above and beyond in dedicating time for students and peers outside of class	Dedicate time efficiently to helping students and peers outside of class

4.2 Collaborate with Peers

Highly Effective	Effective
Go above and beyond in seeking out opportunities to collaborate	Seek out and participate in regular opportunities to work with and learn from

Coach peers through difficult situations

Take on leadership roles within collaborative groups such as team leader, or SIP team

others

Ask for assistance and provide assistance to others in need

4.3 Seek Professional Skills and Knowledge

Highly Effective

Regularly share newly learned knowledge and practices with others

Seek out opportunities to lead professional development sessions

Effective

Actively pursue opportunities to improve knowledge and practice

Seek out ways to implement new practices into instruction, where applicable

Welcome constructive feedback to improve practices

4.4 Advocate for Student Success

Highly Effective

Display commitment to the education of all the students in the school

Make changes and take risks to ensure student success

Effective

Display commitment to the education of all his/her students

Attempt to remedy obstacles around student achievement

Advocate for students' individualized needs

4.5 Engage Families in Student Learning

Highly Effective

Strives to form relationships in which parents are given ample opportunity to participate in student learning

Is available to address concerns in a timely and positive manner, outside of required outreach events

Effective

Proactively reach out to parents in a variety of ways to engage them in student learning

Respond promptly to contact from parents

Engage in all forms of parent outreach required by the school

Domain 5: Core Professionalism (Special Weighting)

5.1 Attendance

**Does
Not
Meet
Standard**

Teacher demonstrates a pattern of unexcused absences

**Meets
Standard**

Teacher has not demonstrated a pattern of unexcused absences

NOTES

5.2 On-Time Arrival

**Does
Not
Meet
Standard**

Teacher 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)

**Meets
Standard**

Teacher 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)

NOTES

5.3 Policies and Procedures

**Does
Not
Meet
Standard**

Teacher 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.)

**Meets
Standard**

Teacher demonstrates a pattern of following state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.)

NOTES

5.4 Respect

**Does
Not
Meet
Standard**

**Meets
Standard**

Teacher demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

Teacher demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

5.5 Professional Conduct

Does Not Meet Standard

Teacher engages in conduct that is considered unprofessional

Meets Standard

Teacher does not engage in inappropriate conversations with students, colleagues, patrons, administrators, and/or visitors

Teacher does not use language unacceptable for the school environment. This includes, but is not limited to, the use of profanity, offensive, abusive, antagonistic, caustic, or belligerent language in any setting, including social media or electronic communication, with students, colleagues, patrons, administrators, and/or visitors

Teacher maintains confidentiality including, but not limited to, confidentiality of student records/information, information discussed during staff meetings, team meetings, or conversations with other staff members

Teacher maintains professional relationships with students. Teacher does not treat students as peers

Domain 1: Academic Achievement (30.00%)

1.1 The School Counselor Utilizes Data To Monitor Student Achievement And Works Collaboratively With Stakeholders To Enhance Student Success.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.

1.2 The School Counselor Demonstrates Knowledge Of Current Trends In Student Development And Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.

1.3 The School Counselor Supports All Students In Making Decisions, Setting Goals And Taking Appropriate Action To Achieve Goals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.

1.4 The School Counselor Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently provides opportunities and support for all students to	The school counselor regularly provides opportunities and support for students to	The school counselor rarely provides opportunities and support for students to	The school counselor does not provide opportunities and support for students to

engage in problem solving and in investigating and analyzing concepts and questions.

engage in problem solving and in investigating and analyzing concepts and questions.

engage in problem solving and in investigating and analyzing concepts and questions.

engage in problem solving and in investigating and analyzing concepts and questions.

1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

Highly Effective

Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.

Effective

Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.

Improvement Necessary

Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.

Ineffective

Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.

1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

Highly Effective

The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.

Effective

The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.

Improvement Necessary

The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.

Ineffective

The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.

Domain 2: Student Assistance Services (20.00%)

2.1 The School Counselor Assists All Students In Acquiring The Attitudes, Knowledge And Interpersonal Skills To Help Them Understand And Respect Self And Others.

Highly Effective

The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.

Effective

The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.

Improvement Necessary

The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.

Ineffective

The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.

2.2 The School Counselor Facilitates All Students' Understanding Of Safety And Survival Skills And Implements Prevention Programming To Support Students' Healthy

Physical, Social, Emotional, And Academic Development Including Stakeholder Collaboration.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.

2.3 The School Counselor Provides Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, And Referrals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.

2.4 The School Counselor Provides Services To All Students, Fostering A Clear Understanding Of Diversity, Ethnicity, And Culture.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

Domain 3: Career Development (20.00%)

3.1 The School Counselor Facilitates A Comprehensive Career Program That Is Age Appropriate And Aligned With Local, State, And National Standards.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family,	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.

community, work force), to expand career knowledge and experiences.

3.2 The School Counselor Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

Highly Effective

The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.

Effective

The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.

Improvement Necessary

The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.

Ineffective

The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.

3.3 The School Counselor Supports All Students In The Application Of Strategies To Achieve Future Success And Satisfaction.

Highly Effective

The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.

Effective

The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.

Improvement Necessary

The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.

Ineffective

The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.

3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.

Highly Effective

The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career

Effective

The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

Improvement Necessary

The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

Ineffective

The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

readiness.

Domain 4: Professional Leadership (30.00%)

4.1 The School Counselor Establishes Professional Goals And Pursues Opportunities To Grow Professionally.

Highly Effective

The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.

Effective

Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.

Improvement Necessary

Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.

Ineffective

Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.

4.2 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

Highly Effective

The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.

Effective

The school counselor provides consistent and effective leadership in the school counseling program and the school.

Improvement Necessary

The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.

Ineffective

The school counselor provides no leadership "either formal or informal" in the counseling department, the school setting, or the community.

4.3 The School Counselor Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

Highly Effective

The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.

Effective

The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.

Improvement Necessary

The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.

Ineffective

The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.

4.4 The School Counselor Adheres To Ethical Standards Of The Counseling Profession, Respects Student Confidentiality, And Follows The Laws, Policies, And Procedures, Which Govern School Programs.

Highly Effective

Effective

Improvement Necessary

Ineffective

The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.

The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.

The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.

The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.

4.5 The School Counselor Plans, Organizes And Delivers An Effective Comprehensive School Counseling Program (Within The Resources Of The School And Corporation).

Highly Effective

The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.

Effective

The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.

Improvement Necessary

The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.

Ineffective

The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.

4.6 The School Counselor Provides Systems Support By Effectively Managing The School Counseling Program, As Well As Supporting Other Educational Programs And Student Services.

Highly Effective

The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.

Effective

The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.

Improvement Necessary

The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.

Ineffective

The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved or is minimally involved in providing support to other educational or student services programming through partnerships.

NOTES

TRI-CREEK SCHOOL CORPORATION
Support and Assistance Remediation Plan

This form is used for a teacher who has received a final summative rating of ineffective or improvement necessary or for any teacher who has been identified as experiencing difficulty in meeting the effective teaching domains, competencies, and indicators. The primary evaluator will place a teacher into the Support and Assistance strand following the summative conference during which the primary evaluator explained the teacher's final summative rating. The primary evaluator or the principal may also place a teacher into the Support and Assistance strand at any time during the school year when the principal identifies a concern about the teacher's performance. Placement in the strand will be preceded by a conference with the teacher. This format is used to document the plan to remediate any performance deficiencies so that the teacher can be placed back in the Professional Growth and Evaluation strand as early as possible. Lack of satisfactory progress in correcting the deficiencies that caused the teacher to receive a rating of ineffective or improvement necessary or to be placed in the Support and Assistance strand may result in non-continuation or cancellation of the teacher's contract.

The staff member may choose to discuss placement in the Support and Assistance Strand with a representative of the teacher association. A representative of the teacher association may accompany the teacher at meetings with the evaluator or principal for the development of the remediation plan and review of progress toward correcting the deficiencies.

A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving the notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee (I.C. 20-28-11.5-6(c)).

Teacher's Name _____ School _____

Assignment/Grade _____

Evaluator or Principal _____

Teacher Association Representative _____

Date _____

Procedures:

1. Identification of the problem, incident(s) and/or situation(s) leading to this action.
2. Plan of action (Describe who must do what, by when, to what extent, and the resources required to support the plan.)
3. Date to review progress toward the attainment of the desired results.
4. Indicators of success (achieving the desired outcome - standard of performance)

Teacher's Signature

Evaluator's or Principal's Signature

Date

TRI-CREEK SCHOOL CORPORATION
Progress Report

Teacher Comments:

Administrator Comments:

After review of the implementation of this plan, the evaluator or principal recommends:

- ____ 1. Remove from Support and Assistance and return to the Professional Growth strand
 - ____ 2. Remain in the Support and Assistance strand for ____ additional school days
 - ____ 3. Cancel or decline to continue the teacher's contract
-

Teacher's Signature

Evaluator's or Principal's Signature

Date

Appendix A

Tri-Creek School Corporation Core Professionalism Standards

Indicator	Does Not Meet Standard	Meets Standard
1	Attendance	<p>Teacher demonstrates a pattern of unexcused absences.</p> <p>Teacher has not demonstrated a pattern of unexcused absences.</p> <p>Tri-Creek School Corporation Standard – To meet this standard, a teacher must have no more than five (5) days of absence per school year through use of sick leave/family illness days and/or no more than two (2) days of unpaid absence per school year.</p> <p>Days of absence verified by a letter from a healthcare provider substantiating the teacher’s illness or injury or medical appointments during the term of the illness or injury will not count toward the five (5) day limit. If the evaluator believes there are excessive absences, the evaluator has the authority to request written verification of the absences from the teacher’s health care provider(s). If requested by the evaluator, the written verification must be provided within three (3) calendar days. Failure to provide the written verification within the requested time will result in the deduction of the core professionalism point.</p> <p>Additionally, days of absence due to a teacher providing care to an immediate family member during the family member’s illness or injury or taking the family member to medical appointments during the injury or illness verified by a letter from a healthcare provider will not count toward the five (5) day limit. If the evaluator believes there are excessive absences, the evaluator has the authority to request written verification of the absences from the healthcare provider(s) treating the teacher’s immediate family member. If requested by the evaluator, the written verification must be provided within three (3) calendar days. Failure to provide the written verification within the requested time will result in the deduction of the core professionalism point.</p> <p>Absences due to bereavement, jury duty, use of personal business days, or absences occurring during a leave approved by the School Board will not count toward the five (5) day limit.</p>

2	On-Time Arrival	Teacher 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).	<p>Teacher 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).</p> <p>Tri-Creek School Corporation Standard – To meet this standard, a teacher must have no more than three (3) occurrences per school year of arriving after the appointed start time of the teacher’s work day. The start time can vary for teachers who are part-time and when the school day is delayed due to two-hour delays. If there is an unforeseen event causing the teacher to be late, the teacher is to call the school office that morning to notify the principal of the circumstances. For example, if a train blocks traffic preventing the teacher from reaching the school, the teacher should call the school office to inform the principal.</p>
3	Policies and Procedures	Teacher 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.).	<p>Teacher demonstrates a pattern of following state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.).</p> <p>Teachers should be familiar the Tri-Creek School Corporation job description for teachers and all School Board policies. All School Board policies are available through the Tri-Creek School Corporation website.</p>
4	Respect	Teacher demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Teacher demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.
5	Professional Conduct	Teacher engages in conduct that is considered unprofessional.	<p>Teacher does not engage in inappropriate conversations with students, colleagues, patrons, administrators, and/or visitors.</p> <p>Teacher does not use language unacceptable for the school environment. This includes, but is not limited to, the use of profanity, offensive, abusive, antagonistic, caustic, or belligerent language in any setting, including social media or electronic communication, with students, colleagues, patrons, administrators, and/or visitors.</p> <p>Teacher maintains confidentiality, including but not limited to, confidentiality of student records/information, information discussed during staff meetings, team meetings, or conversations with other staff members.</p> <p>Teacher maintains professional relationships with students. Teacher does not treat students as peers.</p>

Appendix B

Teacher Goal Setting Guidance & Recording Form

At any time when an evaluator identifies an element in any component in the teacher effectiveness rubric in which the evaluator believes the teacher needs to enhance his or her performance, the evaluator can require the teacher to set specific goals regardless of the teacher's effectiveness rating. If the teacher's performance is substantially deficient, a Support and Assistance Remediation Plan will be written instead of utilizing goal setting. Unsatisfactory improvement of the actions described on the Support and Assistance Remediation Plan can result in cancellation of the teacher's contract.

Goal Setting

Goal setting is a very powerful technique that can yield strong returns. At its simplest level, the process of setting goals and targets allows you to choose where to grow in your career. By knowing precisely what you want to achieve, you know where to concentrate your efforts. Goal setting gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge and helps you to organize your resources. By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals.

By setting goals you can:

- Achieve more
- Improve performance
- Increase your motivation to achieve
- Increase your pride and satisfaction in your achievements
- Improve your self-confidence
- Plan to eliminate attitudes that hold you back and cause unhappiness

Research has shown that people who use goal-setting effectively:

- Suffer less from stress and anxiety
- Concentrate better
- Show more self-confidence
- Perform better
- Are happier and more satisfied

Goal Setting Helps Self-Confidence

By setting goals, and measuring your progress toward them, you are able to see what you have done and what you are capable of doing. The process of achieving goals gives you the confidence and self-belief that you need to be able to achieve higher and more difficult goals. The following section on goal setting will give you guidelines to help you to use this technique effectively.

The SMART acronym is useful when developing goals:

- S** - specific, significant, stretching
- M** - measurable, meaningful, motivational
- A** - attainable, achievable, agreed upon, acceptable, action-oriented
- R** - realistic, relevant, reasonable, rewarding, results-oriented
- T** - timely, time-based, tangible, trackable

Specific

Goals should be straightforward and emphasize what you want to happen. Specifics help to focus efforts and clearly define what is going to be done. Specifics are the What, Why, and How of the SMART model. What are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build, create, etc. Why is this important to do at this time? What do you want to ultimately accomplish?

Ensure the goals you set are very specific, clear, and easy to understand. Instead of setting a goal to visit classrooms more often, set a specific goal to visit three classrooms each day.

Measurable

If you can't measure it, you can't manage it. In the broadest sense, the whole goal statement is a measure for the project; if the goal is accomplished, there is success. However, there are usually several benchmarks or small measurements that can be built into the goal.

Choose a goal with measurable progress, so you can see the change occur. How will you know when you have reached your goal? Be specific. "I want to visit fifteen classrooms within the week of October 16" shows the specific target to be measured. "I want to visit more classrooms" is not as measurable.

Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals.

Attainable

When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, and skills to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

Goals that are set too high are difficult to commit to. Although you may start with the best of intentions, the knowledge that it is too much for you means your subconscious will keep reminding you of this fact and will stop you from even giving it your best.

A goal needs to stretch you slightly so you feel you can do it, and it will need a real commitment from you.

Realistic

This is not a synonym for easy. Realistic, in this case, means do-able. It means that the learning curve is not a vertical slope; that the skills needed to do the work are available; that the project fits with the overall strategy and goals of the organization. A realistic project should stretch your skills but not create an elevated level of anxiety.

Devise a plan or a way of getting there which makes the goal realistic. The goal needs to be realistic for you and where you are at the moment.

Be sure to set goals that you can attain with some effort! Too difficult and you set the stage for failure, but too low sends the message that you aren't very capable. Set the bar high enough for a satisfying achievement!

Timely

Set a timeframe for the goal: for next week, in three months, in the semester. Putting an end point on your goal gives you a clear target to work towards.

The **Goal Recording Form** is to be used to help select a goal area, develop a goal statement, and write an action plan to help achieve the goal. The goal areas reflect the Indiana District Level Administrator Standards developed by the Indiana Department of Education to provide a unified system of quality assurance.

Step 1:

Select a goal area or identify a goal area not listed. The goal area that is selected should be one in which you want to grow professionally. Suggestions for activities that could occur within each goal area are listed in the **Sample Activities and Artifacts** section of this document.

Step 2:

Develop your goal statements. The goal statements need to contain the elements found in the SMART acronym.

Step 3:

Develop the action plan. You will record the action plan in the Strategies, Benchmarks, Timeline, and Indicators of Success sections of the form. The strategies used will answer the question of how you are going to reach your goal. The benchmarks will provide periodic feedback to inform you of progress toward your goal. The timeline will define how long you estimate it will take to reach your goal. The indicators of success will be the evidence that you have reached your goal.

Step 4:

Celebrate your accomplishment! While it may sound trivial, you really do need to celebrate the work that you have done.

GOAL RECORDING FORM

Teacher's name:	
Date:	
Type in the goal areas in the cells below. What area do you want to improve? For example, you may choose questioning strategies as your goal area.	
Goal Areas	Goal Area #1 –
	Goal Area #2 –
	Goal Area #3 –
Goal Statement (What are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, create, etc. Why is this important to do at this time? What do you want to ultimately accomplish?)	
Goal 1 -	
Goal 2 -	
Goal 3 -	
Strategy or Strategies (What resources do you need to accomplish your goal?)	
Goal 1 -	
Goal 2 -	
Goal 3 -	
Benchmarks (What will be the benchmarks that verify your work toward completion of your goal?)	
Goal 1 -	
Goal 2 -	
Goal 3 -	

Timeline (What are the date-specific intervals for the benchmarks? How long will it take you to accomplish your goal?)	
Goal 1 -	
Goal 2 -	
Goal 3 -	
Indicators of Success (How will you verify that you have accomplished your goal?)	
Goal 1 -	
Goal 2 -	
Goal 3 -	
Teacher's Signature	Principal's Signature
Date	Date

Component 4 - Teacher Leadership Recording Form

Use this form to record the leadership activities you engage in during the school year.

Name -	Grade/Subject -	School Year -
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1.1 – Contribute to School Culture

<p style="text-align: center;">Highly Effective (4)</p> <ul style="list-style-type: none"> • Seek out leadership roles • Go above and beyond in dedicating time for students and peers outside of class 	<p style="text-align: center;">Effective (3)</p> <ul style="list-style-type: none"> • Contribute ideas and expertise to further the school's mission and initiatives • Dedicate time efficiently, to helping students and peers outside of class
--	---

Date	Activity	Activity

1.2 – Collaborate with Peers

<p style="text-align: center;">Highly Effective (4)</p> <ul style="list-style-type: none"> • Go above and beyond in seeking out opportunities to collaborate • Coach peers through difficult situations • Take on leadership roles within collaborative groups such as PLC 	<p style="text-align: center;">Effective (3)</p> <ul style="list-style-type: none"> • Seek out and participate in regular opportunities to work with and learn from others. • Ask for assistance and provide assistance to others in need
--	--

Date	Activity	Activity

1.3 – Seek Professional Skills and Knowledge

<p style="text-align: center;">Highly Effective (4)</p> <ul style="list-style-type: none"> • Regularly share newly learned knowledge and practices with others • Seek out opportunities to lead professional development sessions 	<p style="text-align: center;">Effective (3)</p> <ul style="list-style-type: none"> • Actively pursue opportunities to improve knowledge and practice • Seek out ways to implement new practices into instruction, where applicable • Welcome constructive feedback to improve practices
--	--

Date	Activity	Activity

1.4 – Advocate for Student Success

Highly Effective (4)		Effective (3)	
<ul style="list-style-type: none"> • Display commitment to the education of all the students in the school • Make changes and take risks to ensure student success 		<ul style="list-style-type: none"> • Display commitment to the education of all his/her students • Attempt to remedy obstacles around student achievement • Advocate for students' individualized needs 	
Date	Activity	Activity	

1.5 – Engage Families in Student Learning

Highly Effective (4)		Effective (3)	
<ul style="list-style-type: none"> • Strives to form relationships in which parents are given ample opportunity to participate in student learning • Is available to address concerns in a timely and positive manner, outside of required outreach events 		<ul style="list-style-type: none"> • Proactively reach out to parents in a variety of ways to engage them in student learning • Respond promptly to contact from parents • Engage in all forms of parent outreach required by the school 	
Date	Activity	Activity	

ADMINISTRATOR EVALUATION

SCHOOL YEAR OVERVIEW OF KEY DATES

KEY TARGET DATES *Subject to change as necessary	OVERVIEW
September 14, 2023	Superintendent explained the administrator evaluation plan to the school board.
September 7, 2023	Submission to the Indiana Department of Education.
October 15, 2023	Pre-evaluation planning sessions prior to any evaluations conducted. Evaluation tools reviewed, discuss process, answer questions.
January 2024	Mid-point check-in conferences.
June 15, 2024	All summative evaluations, with the exception of the superintendent's, completed and shared with administrators. Superintendent's evaluation due no later than November 30, 2024.

Superintendent

Evaluation Materials as provided by the Indiana School Board Association.

Building-Level Administrators

Building-Level Administrator Evaluation Rubric Option #1

Building-Level Administrator Evaluation Rubric Option #2