Indiana
DEPARTMENT OF EDUCATION

Staff Performance Evaluation Plan Submission Coversheet

SY 2020-21

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

INSTRUCTIONS:

Completion

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

Submission

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission. **The 2020 submission due date is 9/15/2020.**

School Corporation Name:	Perry Township Schools
School Corporation Number:	5340

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Annual Evaluations			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate ***all*** certificated employees, including teachers, administrators, counselors, principals and superintendents	Attached documents
Rigorous Measures of Effectiveness			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	• Observation rubrics - for ***all*** certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (*e.g.*, surveys)	Attached documents

Designation in Rating Category			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	• Definition of performance categories • Summative scoring process that yields placement into each performance category	Teachers-A-13 Counselors-B-8, Special Programs Ad-C 11 & 12, Building adm D-3, Central office- E-13
☐ A definition of negative impact for certificated staff ☐ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	• Definition of **negative impact** on student growth for all certificated staff • Description of the process for modifying a final summative rating for negative growth	Teachers- A-16
☐ All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	• Summative scoring process that yields placement into each performance category • Weighting (broken down by percentage) of all evaluation components	Teachers-A 18-19, Counselors-B8, Special Program Adm- C 12, Building adm-D12, Central Office- E 13
Evaluation Feedback			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**

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☐ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	• Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development	Teachers A16-17, Counselors-B 3, 9, Special Program Adm- D 13, Central Office-E 13

Evaluation Plan Discussion

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	• Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted • Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	Evaluation plan is a part of the Teacher Handbook and this is shared with the Perry Education Association and is approved by the Board of Education

Evaluators

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	• Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators	Teachers – A 2 & 3
☐ Teachers acting as evaluators (*optional*) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	• Description of who will serve as evaluators • Process for determining evaluators	Teachers A 2 & 3
☐ All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	Teachers A 2 & 3

Feedback and Remediation Plans

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ All evaluated employees receive completed evaluation and documented	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	Teachers A 16

feedback within seven business days from the completion of the evaluation.			
☐ Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	• Remediation plan creation and timeframe • Process for linking evaluation results with professional development	Teachers A 17
☐ Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	Teachers A 13, Cluster Professional Development equate to PGP hrs
☐ Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	Teacher A 16
Instruction Delivered by Teachers Rated Ineffective			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Teachers A 16
☐ The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	Principals would inform parents. However, the principal would also be responsible to ensure that students would not be scheduled as such.

Appendix G **Document A**

Perry Township Schools

Procedures for the Evaluation of Non-Administrative Certificated Personnel

Developed by a Joint Committee Of The Perry Education Association and The Perry Township Schools Administration 2019-2020

Introduction

This Handbook outlines the procedures and documents to be used by Perry Township Schools Administrators in evaluating all Perry Township Schools non-administrative certificated personnel. This Handbook also outlines the procedures and documents to be used by Perry Township Schools Administrators and Perry Township Schools Master Teachers in conducting and recording evaluation-related observations of all Perry Township Schools non-administrative

certificated personnel. In addition to the rubrics, forms, and procedures which are to be used in the evaluation process, this Handbook will provide an overview of the evaluation process and the timelines to be used in that process.

A joint committee of the Perry Education Association (PEA) and the Perry Township Schools Administration developed these procedures and documents, and these will go into effect on July 1, 2012, for the 2012-2013 school year and subsequent school years until amended after being discussed with the PEA. The evaluation process will be an ongoing topic of Discussion between the PEA and the Perry Township Schools Administration.

Evaluators

Indiana Code (IC 20-28-11.5-1) defines an "Evaluator" as follows:

IC 20-28-11.5-1
"Evaluator"
Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:
1. has clearly demonstrated a record of effective teaching over several years;
2. is approved by the principal as qualified to evaluate under the plan; and
3. conducts staff performance evaluations as a significant part of teacher's responsibilities. *As added by P.L.90-2011, SEC.39.*

Administrators are "evaluators" who are responsible for preparing summative evaluations, which determine employment recommendations and the amount of additional compensation, if any, to which a non-administrative certificated employee may be entitled according to the guidelines set forth in the current *Agreement between The Board of Education of Perry Township Schools and The Perry Education Association.*

Master Teachers are responsible for conducting evaluation-related observations, for meeting with staff members to provide feedback, for modeling instruction, for identifying staff professional development needs, and for conducting appropriate professional development. Master Teachers are partners with school administrators in observing and evaluating classroom teachers; Master Teachers shall observe classroom teacher performance using the TAP/NIET Instructional Rubrics and shall conduct follow-up classroom teacher conferences. In accordance with Indiana Code (IC 20-28-11.5-5), Master Teachers shall receive "training and support in evaluation skills" for the Perry Township Schools-adopted evaluation model. Master Teachers shall participate in all TAP/NIET trainings and shall become Certified TAP/NIET Evaluators.

IC 20-28-11.5-5
Conduct of evaluations
Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.
(b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.
As added by P.L.90-2011, SEC.39.

Evaluation Model

Indiana Code (IC 20-28-11.5-4) delineates the "plan components" of a school corporation's evaluation model.

Evaluators will use the **NIET (National Institute for Excellence in Teaching) TAP (The System for Teacher and Student Advancement) Evaluation Tool** (or an alternate evaluation rubric for non-classroom teachers) for the annual evaluation of non-administrative certificated personnel.

The **TAP Evaluation Tool** and/or **Cluster Rubric** will be used **for Master Teachers. The TAP Evaluation Tool will be used for any teacher who teaches in an instructional setting** (general education classroom, special education classroom, physical activity classroom, laboratory, or performance classroom) regardless of whether the instruction takes place in a large group or a small group setting. The **TAP Evaluation Tool will consist of evaluation in three (3) domain areas – Instruction, Designing and Planning Instruction, and The Learning Environment**. Each domain area is sub-divided into indicators – twelve (12) for the Instruction domain, four (4) for The Learning Environment domain, and three (3) for the Designing and Planning Instruction domain.

An **alternate evaluation tool* will be used to evaluate** the following non-administrative certificated personnel:

- Counselors
- School Services Professionals [Occupational Therapists, Physical Therapists, School Psychologists, Speech Clinicians**, and Teachers in Supervisory Positions (for example, Special Education Supervisors)]
- School Social Workers
- Staff Developers
- Media Specialists
- Assistant Athletic Directors

* **Note:** Administrators will evaluate the non-administrative certificated personnel who are evaluated with an alternate evaluation tool. The number of evaluations for these individuals may be reduced, and these individuals may also be asked to provide evidence that they are meeting the indicators outlined on their evaluation tools, especially whenever those indicators may not be readily observable by administrators. (See the "Procedures for Implementation" section of this document.)

** **Note:** The TAP Evaluation Tool (without modification) may be used for Speech Clinicians who provide push-in support, as identified by the Speech and Language Pathologist Supervisor and the Building Principal.

INSTRUCTION			
	SIGNIFICANTLY ABOVE EXPECTATIONS (5)*	AT EXPECTATIONS (3)*	SIGNIFICANTLY BELOW EXPECTATIONS (1)*
Standards and Objectives	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the student and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

* Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

INSTRUCTION *Continued*

	SIGNIFICANTLY ABOVE EXPECTATIONS (5)	AT EXPECTATIONS (3)	SIGNIFICANTLY BELOW EXPECTATIONS (1)
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • Teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • Teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some students' anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

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INSTRUCTION *Continued*

	SIGNIFICANTLY ABOVE EXPECTATIONS (5)	AT EXPECTATIONS (3)	SIGNIFICANTLY BELOW EXPECTATIONS (1)
Thinking	The teacher thoroughly teaches two or more types of thinking: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints; and • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches one type of thinking: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; and • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: • generate a variety of ideas and alternatives; or • analyze problems from multiple perspectives and viewpoints.
Problem Solving	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach two of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

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Implementation

Professional Development/Cluster Meeting Time

Any teacher new to Perry Township will receive professional development in each of the twelve (12) indicators in the Instructional Domain prior to any formal announced or unannounced observations during the current school year. Observations for returning staff may start after the first two (2) weeks of school, as determined by the school's administrative team. The administration will provide a plan of additional support, as needed, for new teachers in regards to learning of the TAP/NIET Rubric. Elementary Teachers may be evaluated in any content area in which they teach. Special consideration may be given to new teachers unfamiliar with the content areas and any unusual circumstances.

Training for non-classroom teachers on their evaluation tool rubrics will be provided by administrators and/or supervisors.

*Evaluations for Master Teachers may commence after the start of school, including during rubric review.

Teacher Effectiveness Ratings

According to Indiana Code (IC 20-28-11.5-4) previously cited in this handbook, each certificated employee shall receive an **annual designation** in one (1) of the following rating categories - **Highly Effective, Effective, Improvement Necessary,** or **Ineffective**. The evaluators shall use the TAP Evaluation Tool or the appropriate alternate evaluation rubric to implement the observation, evaluation, and said designation of non-administrative certificated personnel. According to Indiana Code (IC 20-28-11.5-6), **a certificated employee who receives an annual rating of Ineffective or Improvement Necessary shall be placed onto a remediation plan**.

Evaluating teaching effectiveness is basic to improving instruction and in facilitating professional growth. The performance indicators listed in each teaching domain will guide both teachers and administrators in the evaluation process and will allow administrators to make decisions regarding teacher effectiveness ratings. Teachers will be rated as highly effective, effective, improvement necessary, or ineffective.

Highly Effective (evaluation tool score = 4.0 – 5.0)***
Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed, based on refinement areas identified through the evaluation tool used by PERRY TOWNSHIP SCHOOLS.

Effective (evaluation tool score = 2.26 – 3.99)***
Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are self-directed, based on refinement areas identified through the evaluation tool used by PERRY TOWNSHIP SCHOOLS.

Improvement Necessary (evaluation tool score = 1.6 – 2.25)***

Performance typically exhibits few areas of strengths. Areas for professional growth will be identified, and a remediation plan will be developed. Areas for professional growth are self-directed and administratively directed, based on refinement areas identified through evaluation tool used by PERRY TOWNSHIP SCHOOLS.

Ineffective (evaluation tool score = 1.0 – 1.59)***
Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified and a remediation plan will be developed. Direct and immediate intervention is required by administrator.

*** Note: These evaluation tool score ranges may differ for the alternate evaluation tools used to evaluate non-classroom teachers.

Procedures for Implementation

Evaluators will evaluate (via observation criteria) non-administrative certificated personnel three (3) different times during each school year. (2 announced evaluations and 1 unannounced evaluation) The evaluation team will include administrators and the Master Teacher(s), and each staff member shall be evaluated by multiple evaluators, based on the principal's discretion, throughout the three (3) cycles. {The number of evaluations for non-administrative certificated personnel who are evaluated with an alternate evaluation tool may be reduced [to no fewer than two (2) cycles], and these individuals may be asked to provide evidence they are meeting the indicators outlined on their evaluation tools, especially whenever those indicators may not be readily observable by administrators.}

If a teacher has been on leave for any length of the school year, the overall rating will be based on the evaluation(s) conducted to date, during that school year. If the teacher has been on a year-long leave, the evaluation score will stand from the previous year.

The evaluator, following each formal announced or unannounced observation, will conduct a **post-conference** with the employee being evaluated. The evaluator will share with the classroom teacher the evaluator's scores and the classroom teacher will share his/her self-rating scores during the post-conference; the evaluator's scores are the official scores. The evaluator will provide both one (1) area of reinforcement and one (1) area of refinement during the post-conference.

Evaluation Weighting with Respect to Rubric Domains

Rubric Domain Weighting

1. Instruction (12 Indicators) 75%
2. The Learning Environment (4 Indicators) 10%
3. Designing and Planning Instruction (3 Indicators) 15%

Note: The CODE (Comprehensive Online Data Entry) system (software program) will calculate integrated cumulative performance scores.

Calculating Final Summative Score

Average of 3 evaluations= 85% of Summative Score
Responsibility Survey=5% of Summative Score*
Average of the 3 self-scores=10% of Summative Score**

Evaluation average score multiplied by .85
Responsibility Survey Score multiplied by .05
Self-Score average score multiplied by .10
Total is Summative Score

*The Responsibility Survey will reflect evidence collected during teacher time spent in cluster, implementation of student and teacher strategies, and pre-post conferences.
**The average of the three self-scores will be greater than or equal to the average of the three evaluations.

Objective measures of student achievement and growth significantly inform the evaluation. Indiana Code does not permit a teacher who negatively affects student achievement and growth to receive a rating of highly effective or effective

TAP/NIET OBSERVATIONS/EVALUATIONS

1. Each non-administrative certificated staff member shall be formally evaluated three (3) times per school year, occurring at least one (1) time each semester by building administrators and/or master teachers. A post-conference evaluation between the observed staff member and the evaluator shall take place in a timely manner after the formal observation; the evaluator shall use the **Evaluator/Self-Evaluation Report** (see page 18) for the post-conference.

2. During the evaluation cycle, the staff member's evaluations will be logged on a **Summary and Planning** sheet (see page 17).

3. At the end of an evaluation cycle, a final administrative recommendation based on the **Summary Overall Score** (see page 18) shall be determined.

*Teachers rated as Ineffective:

Any teacher rated as ineffective and in danger of non-renewal of contract may request a private conference with the superintendent as noted identified in Due Process Guidelines.

The building level administrator will establish a procedure to ensure that a student will not be instructed for two consecutive years by two consecutive teachers rated as ineffective. This procedure will be established in consultation with the Central Office Assistant Superintendent that supervises that building. If there is a situation in which it is unavoidable for a student to be instructed by consecutive teachers rated as ineffective, the student's parents will be notified prior to the start of the school year.

4. A **Remediation Plan** will be created and implemented for teachers identified as improvement necessary or ineffective based on the Summary Overall Score (see pages 26-28). According to IC 20-28-11.5-4 (c) (d), improvement in the identified areas of instructional indicators will be expected by the end of the Remediation Plan completion of not more than ninety (90) days.

5. An Assistance Plan may be initiated anytime throughout the school year, by the building principal, to support a teacher's continued growth in effectiveness, as deemed appropriate by the building principal.

6. The PEA president will be notified by administration when a teacher is to be placed on a remediation plan.

Evaluation Form(s) for Certificated Staff

The following pages contain forms that will be used for evaluating certificated staff members.

Evaluator/Self-Evaluation Report ☐ **Announced**

(This form is completed for each evaluation cycle.) ☐ **Unannounced**

Staff Member Evaluated _____

School Name _____

Evaluation Cycle 1 2 3 4

Date _____ Time _____ Subject _____

Evaluator _____ Administrator Master Teacher

Instruction	Evaluator Scores	Self-Evaluation Scores	Reinforcement Objective
Standards and Objectives (S&O)			
Motivating Students (MOT)			
Presenting Instructional Content (PIC)			
Lesson Structure and Pacing (LS)			
Activities and Materials (ACT)			
Questioning (QU)			
Academic Feedback (FEED)			
Grouping Students (GRP)			
Teacher Content Knowledge (TCK)			
Teacher Knowledge of Students (TKS)			
Thinking (TH)			
Problem Solving (PS)			
The Learning Environment			**Refinement Objective**
Expectations (ES)			
Managing Student Behavior (MSB)			
Environment (ENV)			
Respectful Culture (RC)			
Designing and Planning Instruction			

Instructional Plans (IP)			
Student Work (SW)			
Assessment (AS)			

Evaluator Signature _____ Date _____

Staff Member Signature _____ Date _____

PERRY TOWNSHIP SCHOOLS ASSISTANCE PLAN

The Assistance Plan may be used for any teacher during the school year in order to support the teacher in his/her continued instructional effectiveness. The placement of a teacher on an Assistance plan is at the discretion of the building principal.

Procedures:

1. In the space below, the administrator will list the deficient area(s), the problem(s), and the incident(s) and/or the situation(s) that led to the placement of the teacher on the Assistance Plan.

2. In the space below, the administrator will describe the plan of action, the resources, and the assistance to be provided to the teacher to correct the item(s) mentioned above.

3. In the space below, the administrator will list the required indicators for successful completion of the Assistance Plan.

4. In the space below, the administrator will identify the timeline for review(s) and the timeline for the completion of the Assistance Plan.

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Implementation Date/Timeline: _____

In the space below, the administrator will provide an evaluation of the teacher's progress on the Assistance Plan.

Teacher's Comments:

Administrator's Comments and Recommendation:

1. I am continuing the Assistance Plan with a revised date of conclusion.

2. I am removing the teacher from the Assistance Plan. The teacher has successfully met the goals of the Assistance Plan.

Teacher Signature: _____

Administrator Signature: _____

Date of Recommendation: _____

PERRY TOWNSHIP SCHOOLS REMEDIATION PLAN

The Remediation Plan will be used for any teacher rated as **Ineffective**. This Remediation Plan may include Professional Growth Points that can be utilized for teacher license renewal.

Ineffective - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified and an improvement plan will be developed. Direct and immediate intervention is required by administrator. (Score = 1.0 – 1.59)

The Remediation Plan may also be used for any teacher rated as **Improvement Necessary**.

Improvement Necessary - Performance typically exhibits few areas of strengths. Areas for professional growth are self-directed and administratively directed, based on refinement areas identified through the TAP/NIET Evaluation. (Score = 1.6 – 2.25)

Teacher: _____ **School:** _____

Grade/Subject: _____ **Date:** _____

Administrator: _____

Procedures:

5. **In the space below, the administrator will list the deficient area(s), the problem(s), and the incident(s) and/or the situation(s) that led to the placement of the teacher on the Remediation Plan.**

6. In the space below, the administrator will describe the plan of action, the resources, and the assistance to be provided to the teacher to correct the item(s) mentioned above.

7. In the space below, the administrator will list the required indicators for successful completion of the Remediation Plan.

8. In the space below, the administrator will identify the timeline for review(s) and the timeline for the completion of the Remediation Plan.

9. The teacher must meet the expectations of all indicators and principles as identified by the TAP/NIET Evaluation and Indiana Code.

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Implementation Date/Timeline: _____

10. In the space below, the administrator will provide an evaluation of the teacher's progress on the Remediation Plan.

Teacher's Comments:

Administrator's Comments and Recommendation:

3. I am continuing the Remediation Plan with a revised date of conclusion.

4. I am removing the teacher from the Remediation Plan due to the teacher's successful completion of the Remediation Plan.

5. I am recommending proceeding to dismissal of the teacher's contract due to the lack of the teacher's progress on the Remediation Plan.

Teacher Signature: _____

Administrator Signature: _____

Date of Recommendation: _____

(Document B)

PERRY TOWNSHIP SCHOOLS
2019-2020

Professional School Counselor Effectiveness Rubric

I. Overview
II. Effectiveness Rubric
   a. Domain 1: Academic Achievement
   b. Domain 2: Student Assistance Services
   c. Domain 3: Career Development
   d. Domain 4: Professional Leadership

III. Summary and Rating

Overview

What is the purpose of the Professional School Counselor Rubric?
The School Counselor Rubric was developed for three key purposes:

- **To shine a spotlight on great school counselors**: The rubric is designed to assist principals in their efforts to increase school counselor effectiveness.
- **To provide clear expectations for school counselors**: The rubric defines and prioritizes the actions that effective school counselor use to achieve gains in student achievement, and personal, social, and career development.
- **To support a fair and transparent evaluation of effectiveness**: The rubric provides the foundation for accurately assessing effectiveness along four domains.

Who developed the Professional School Counselor Effectiveness Rubric?
A representative group of counselors, administrators, and leaders from other youth-serving organizations, along with IDOE, contributed to the development of the rubric.

What research and evidence support the Professional School Counselor Effectiveness Rubric?

- American School Counselor Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistant Services, Article 4
- California Carmel Unified School District Evaluation
- Missouri School Counselor Evaluation
- New Hampshire School Counselor Evaluation
- North Carolina School Counselor Evaluation
- Centinela Valley Union High School District
- Indiana Program Standards for School Counselors
- Indiana Student Standards

How is the Professional School Counselor Effectiveness Rubric organized?

The rubric is divided into four domains.

- Domain 1: Academic Achievement
- Domain 2: Student Assistant Services
- Domain 3: Career Development
- Domain 4: Professional Leadership

Discrete indicators within each domain target specific areas that effective professional school counselors must focus upon.

How do we weigh different parts of the framework?

In reviewing the current research during the development of the professional school counselor rubric, the goal was not to create a school counselor evaluation tool that would try to be all things to all people. As such, the rubric focuses on evaluating the effectiveness of the school counselor through observable and data driven actions.

What is the process to use the Professional School Counselor Effectiveness Rubric?

- For any given indictor, the school counselor may receive a score of 1 through 4 (4 being highly effective).
- The school counselor will self-reflect and indicate level of performance in each area.
- Discussion of each area will take place between the administrator and school counselor. Supporting data may be presented.
- The administrator will complete the final evaluation in conference with the school counselor.
- The comment section may be used to explain any N/O (not observed) ratings.
- A written summary may also be attached.

How do I ensure the effective implementation of the Professional School Counselor Effectiveness Rubric?

Even the best School Counselor Evaluation tool can be undermined by poor implementation. Successful implementation of the Professional School Counselor Effectiveness Rubric will require a focus on four core principles (modified from The new Teacher Project's *The Widget Effect*, 2009):

1. **Training and Support**: Administrators responsible for the evaluation of school counselors must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2. **Accountability**: The differentiation of school counselor effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution**: If the rubric is implemented effectively, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of school counselors must be monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making**: Results from the school counselor evaluation must be fully integrated with other district systems and policies and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which school counselors receive tenure, how school counselors are assigned, retained, compensated and advanced, what professional development school counselors receive, and when and how school counselors are dismissed.

DOMAIN 1: ACADEMIC ACHIEVEMENT School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator		Exemplary (5)	Proficient (3)	Unsatisfactory (1)
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor consistently utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor sometimes utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success	The school counselor does n monitor academic achieven
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor consistently 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 sometimes 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 does n engage in professional development.
1.3	The school counselor supports students in making decisions and taking appropriate action.	The school counselor consistently encourages students in using decision-making/problem solving skills and in developing effective coping skills for dealing with problems.	The school counselor sometimes encourages students in using decision-making/problem solving skills and in developing effective coping skills for dealing with problems.	The school counselor does n encourage students in using decision-making/problem so skills and in developing effe coping skills for dealing wi problems.
1.4	The school counselor utilizes and sequences guidance activities and materials to impact students' academic achievement.	Guidance activities and materials are consistently appropriate for students, designed to make content and concepts relevant, and engage students in appropriate decision making.	Guidance activities and materials are sometimes appropriate for students, designed to make content and concepts relevant, and engage students in appropriate decision making.	Guidance activities and mat are not appropriate for stude do not engage students in appropriate decision makin
1.5	The school counselor supports students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides students in establishing challenging academic goals and understanding assessment results.	The school counselor sometimes guides students in establishing challenging academic goals and understanding assessment results	The school counselor does n support students in academi preparation essential for a v variety of post-secondary o

DOMAIN 2: STUDENT ASSISTANCE SERVICES School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator		Exemplary (5)	Proficient (3)	Unsatisfactory (1)
2.1	The school counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	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.	The school counselor sometimes 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	The school counselor does not encourage students to acquire the attitudes, knowledge or interpers skills so that they can understand respect self and others and does r model appropriate behaviors.
2.2	The school counselor provides individual counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor sometimes addresses the diverse needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor does not pr individual counseling, classroom guidance, consultation, crisis intervention, or referrals.
2.3	The counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	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 does not ta multicultural or diverse perspecti consideration when providing se to students.

DOMAIN 3: CAREER DEVELOPMENT School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Indicator		Exemplary (5)	Proficient (3)	Unsatisfactory (1)
3.1	The school counselor facilitates students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor consistently helps 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.	The school counselor sometimes helps 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.	The school counselor does not h students understand the relations between educational achievemer career success, does not explain work can help students achieve personal success and satisfactior does not demonstrate knowledge students' background, skills, anc interests
3.2	The school counselor supports students in the application of strategies to achieve future success and satisfaction.	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.	The counselor sometimes 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.	The counselor does not help stuc apply decision-making skills to (awareness, career planning, cour selection and career transitions. Students are not encouraged to u multiple research and informatic resources to obtain career inforn
3.3	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.	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 readiness.	The school counselor sometimes 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.	The school counselor does not collaborate to analyze data, utili: research-based interventions anc develop programming to assist s in acquiring the attitudes, knowl and skills necessary for lifelong learning and career readiness.

DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

Indicator		Exemplary (5)	Proficient (3)	Unsatisfactory (1)
4.1	The school counselor establishes professional goals and pursues opportunities to grow professionally.	Professional goals are developed, and the school counselor regularly pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are developed, and the school counselor sometimes pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are not establ The school counselor does not p opportunities to acquire new knc and skills and rarely participates professional community.
4.2	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor consistently provides consistent and effective leadership in the school counseling program and in the school in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor sometimes provides consistent and effective leadership in the school counseling program and in the school in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor rarely demonstrates leadership—cithe or informal—in the counseling department, the school setting, o community.
4.3	The school counselor collaborates with teachers to advocate for the success of students and increase awareness of students' needs.	The school counselor consistently demonstrates effective communication skills and collaboration with teachers..	The school counselor sometimes demonstrates effective communication skills and collaboration with teachers.	The school counselor is an ineff communicator and is disengagec teachers.
4.4	The school counselor collaborates with parents and the community to advocate for the success of students and increase awareness of students' needs.	The school counselor consistently demonstrates effective communication skills and collaboration with families and community stakeholders from a variety of backgrounds.	The school counselor sometimes demonstrates effective communication skills and collaboration with families and community stakeholders from a variety of backgrounds.	The school counselor is an ineff communicator and is disengagec the parents and community stakeholders.
4.5	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.	The school counselor consistently 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 sometimes 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 rarely demonstrates professional condu integrity; seeks appropriate inter services for student consultation (clinical) supervision; abides by and legal codes and seeks consu and supervision as needed.

SUMMARY AND RATING

May be based on observations, school counselor reflections, classroom visits, and data.

Overall Rating

Indicator	Maximum Score	Score
Academic Achievement		

KEY	
4.0-5.0	Highly Effective

Student Assistance Services		
Career Development		
Professional Leadership		

2.26-3.99	Effective
1.6-2.25	Improvement Necessary
1.0-1.59	Ineffective

Reinforcement Areas

Additional documentation may be attached.

Refinement Areas

Administrator Signature:

Employee Signature:
Date:

Date:

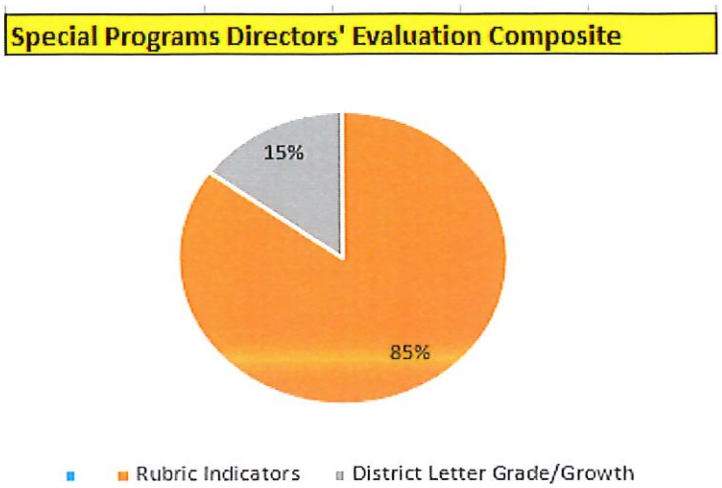
*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.

Document C

Perry Township Schools

Special Programs' Director's Evaluation

2019-2020



- We believe clearly defined, high academic standards leads to high academic achievement. It is our responsibility to provide the necessary resources to assure that every child is extended an opportunity to grow and succeed in the classroom, on the stage, and on the field.
- We believe that every child deserves an effective teacher in every classroom. In order to achieve this goal, our district is committed to ensuring that our standard for instruction is rigorous and our administrative teams are committed to providing the support necessary to achieve this goal.
- We believe that behind every successful school district there exists a strong community connection. These community partners provide the talent the expertise, and the financial support for school improvement.

Special Programs Director's will be rated in the following levels of performance:

- **Exemplary**-Overall Score between 4.26 – 5.0
- **Commendable**-Overall Score between 3.51 – 4.25
- **Meets Expectations**-Overall Score between 3.0-3.5
- **Below Expectation**-Overall Score below 3.0

1. **Focus on Student Learning**

Leadership develops and sustains a commitment to the district's values, vision, and goals for high achievement for all students.

Below Expectations	Meets	Commendable	Exemplary
Does not communicate the vision, mission, beliefs, and goals beyond central office. Is not aware of student achievement data. Focuses only on operations and management items during meetings. Fails to connect department goals and work with student achievement.	Makes vision, mission, beliefs, and goals public so that staff are familiar with them. Supports district and school staffs to examine disaggregated achievement data at least annually. Includes student achievement focus in meetings and presentations. Connects departmental goals and agenda items to student achievement.	Develops staff and community's commitment to the vision, mission, beliefs, and goals. Ensures staff members understand data, achievement gaps, and aligns efforts to improve teaching and learning with district goals. Develops commitment from stakeholders for high levels of achievement for all students. Focuses on student achievement for the majority of time in meetings. Plans and makes decisions based on standards and non-negotiable performance targets.	Embeds the vision, mission, beliefs, and goals across the system, so the stakeholders' actions and words reflect them. Supports each level of the system in establishing goals aligned to the non-negotiable performance targets set by the board and superintendent. Deliberately focuses on effective student achievement practices in meetings and serves as a model of quality instruction for adult learners. Takes action that results in measurable increases in improved practices, student learning, and closing the achievement gap, stemming from a commitment to high levels of learning for all students.

2. Dynamic and Distributed Leadership

Leadership capacity is developed at all levels of the organization, with active modeling and engagement from administrators throughout the system. Roles and responsibilities are aligned to the goals of the district to ensure student achievement.

Below Expectations	Meets	Commendable	Exemplary
Visits schools and other departments infrequently. Does not provide district direction for developing leaders' skills beyond a single event. Provides traditional job descriptions, but does not clearly delineate individuals' responsibilities for district improvement efforts. Tolerates behaviors that impede collaboration among staff.	Visits schools and other departments occasionally, but visits do not contribute to improved practice as a district. Supports leaders in developing their individual skills, yet provides minimal district direction. Assigns roles and responsibilities, does not deliberately align roles and responsibilities with the improvement of student learning.	Regularly visits schools and other departments and develops consistent use of protocols that contribute to improved learning and practice. Develops and uses observable systems for monitoring departmental practices. Provides systematic professional leadership development that is in alignment with district improvement efforts. Identifies leaders, including teacher leaders, and provides opportunities for professional growth and leadership. Defines and aligns responsibilities for the effective implementation of system practices to improve student achievement.	Provides feedback from school and department visits that is used collaboratively by leaders and staff to improve practice. Values and cultivates leadership, including teacher leadership, in a systematic way in alignment to district improvement efforts. Defines, aligns, and monitors roles and responsibilities to maximize the effective implementation of system practices. Develops and uses a shared moral purpose to compel leaders at all levels to take concrete actions to ensure high-quality learning for all students.

3. **Quality Classroom Instruction**

Communicates, guides, supports, and monitors clearly defined effective instruction at multiple levels of the organization. Ensures tiered intervention systems meet the instructional needs of students in each school.

Below Expectations	Meets	Commendable	Exemplary
Fails to communicate district vision for effective instruction. Leaves decisions on instructional practice to individual buildings and teachers. Fails to provide a system for tiered interventions so that individual teachers are left to independently differentiate instruction to meet the needs of students in their classrooms.	Communicates to stakeholders the district's vision for effective instruction. Provides teachers with guidance and oversight for improving teaching and learning. Develops training systems and routines for staff to collaborate to differentiate instruction to meet the needs of a range of learners.	Implements multiple ways to support individual and collaborative understanding of the district's vision of effective instruction. Fosters and implements multiple ways to guide, support, and monitor effective instructional practice involving central and school-based administrators, staff, and teachers in reflection and analysis. Ensures tiered intervention systems, staffed by the most qualified practitioners, are in place at the building level to meet the needs of all students.	Sustains district-wide commitment to the district's vision for effective instruction, so staff can articulate and implement the vision to improve student learning. Assures leadership, guidance, and oversight for effective instructional practice leading to continuous improvement of the district's vision for teaching and learning. Sustains a comprehensive tiered intervention system, extension, and acceleration opportunities that meet the needs of all students.

4. Coordinated and Job-Embedded Professional Development

The learning needs of students drive professional development programming in the district. The continuous improvement of practice is expected, supported, and monitored through ongoing, job-embedded professional development.

Below Expectations	Meets	Commendable	Exemplary
Fails to provide long-term plan, based on data that guides the content and process of professional development. Fails to provide clear plan for induction and mentoring of teachers, leaders, and staff new to the profession. Does not expect or follow through with implementation of professional development provided. Fails to provide for coaching to improve professional practice.	Makes professional development plans independently from student achievement results. Provides limited connections between relationship among individual, school, and district professional development plans and activities. Provides assistance to teachers, leaders, and staff new to the profession through beginning-of–the-year induction training and a relationship with an experienced colleague. States expectations for changes in practice but does not monitor closely. Provides for intermittent coaching on a voluntary basis as follow up to professional development activities.	Develops a long-term data-driven plan based on school and district goals. Provides district structures to enable professional collaboration, inquiry, and learning for educators at the district and school levels. Provides all staff in new roles and substitutes with a multi-year program, enabling their successful implementation of district curriculum and instructional practices. Clarifies and systematically monitors expected changes in practice and expected effects on student learning. Ensures that over time all staff members receive coaching from trained leaders and/or coaches to improve content knowledge and practices that result in improved student achievement.	Provides evidence of implementation and impact that shows a clear relationship between professional adult learning and improved student achievement. Ensures structures and resources are in place to continually implement and refine professional collaboration, inquiry, instructional, and leadership coaching. Consistently provides for formal and informal coaching so that all staff members are engaged in learning conversations to continuously improve practice.

5. **Effective Use of Data**

Tools, systems, and practices support the use of data to drive district, school, and classroom decision making.

Below Expectations	Meets	Commendable	Exemplary
Fails to use data in work to make program decisions. Provides data reports without discussion. Reviews data sporadically to determine areas of concern.	Inconsistently analyzes and shares different state and district-assessment results. Includes state assessment data in program improvement goals.	Provides time and training for data analysis and resulting program adjustments with other administrators. Provides relevant data on state and local assessment results in manageable and usable formats. Disaggregates state and local assessment results, along with demographic perception, and program data to inform ongoing adjustments for continuous improvement plans. Systematically includes multiple data points to ensure equity of access and benefit in district programs for students regardless of race, gender, and socioeconomic level.	Ensures and facilitates ongoing training to sustain systemic data analysis teams at district and school levels. Provides resources or services to customize data reports at the program, school, and classroom levels. Embeds systems for the ongoing examination of summative and formative assessment measures, along with demographic, perception, and program data, to inform continuous improvement planning. Develops and sustains data-driven differentiated support an allocation models.

6. **Strategic Allocation of Resources**

The learning needs of students drive a coordinated, flexible, and aligned resource allocation model.

Below Expectations	Meets	Commendable	Exemplary
Defers to the finance office to prepare and distribute budget allocations without input. Fails to share or does not have an allocation model for budget and staffing. Fails to focus budget development on improving academic achievement over maintaining operational needs. Does not coordinate various budget resources with relevant departments. Does not make fiscal decisions to maximize resources.	Begins to seek input from central office department and building administrators on budget allocations. Communicates a fixed allocation model for budget and staffing. Lacks clear coordination with others while seeking to acquire additional resources. Provides categorical dollars per guidelines to target academic improvement in qualified buildings.	Regularly works with other central office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in all buildings. Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model. Consistently considers and coordinates acquisition of additional resources with all district improvement efforts. Ensures struggling students have necessary time, space, staff, and programs for accelerating improvement. Encourages building-and department-based flexibility to allocate resources with accountability for improved student learning.	Provides a systematic process to coordinate all available basic and categorical resources to build budgets targeted to improve student performance across the system. Facilitates the acquisitions of additional resources and partnerships to the greatest advantage in reaching academic improvement goals. Actively sustains an allocation process that continuously reviews and adjusts to assure every student receives the resources necessary to achieve at high levels of learning. Ensures that results of the flexible use of resources at the district, department, and building levels inform improved practice across the system.

7. Professional Culture and Collaborative Relationships

Relationships with stakeholders at all levels are characterized by trust and developed through intentional structures and processes that support data-driven collaboration.

Below Expectations	Meets	Commendable	Exemplary
Fails to foster trust and acts of sabotage are evident. Disregards and ignores new ideas. Neglects to foster a team concept. Conversations focus on adult needs and clarifying minimum requirements. Fails to expand efforts beyond the status quo. Fosters a climate of competition with unhealthy interactions among staff.	Interacts with staff members in a congenial manner. Responds to expectations with respectful compliance. Establishes pockets of trust, respect, and collaboration in the district. Engages in efforts to address divisiveness and sabotage. Develops norms, structures, and processes for fostering data-driven collaboration in some settings. Develops the opportunity for central office and school-based staff to comment or contribute to one another's programs or schools.	Establishes professional relationships marked by genuine collaborations around student learning. Freely communicates about successes and concerns. Fosters a high degree of competence, reliability, integrity, openness, and caring among staff. Develops strategies for central office and school-based staff to successfully problem-solve and share the work of reform. Develops norms, structures, and processes to foster data-driven collaboration across all levels. Creates an atmosphere of ownership for the success of all students in the district.	Exhibits risk-taking and courage in challenging conventional thinking to advance the work of the district. Ensures effective vertical and horizontal collaboration that results in aligned individual, school, and district actions to improve learning for all students.

8. Clear Understanding of District and School Roles and Responsibilities

Acts and recognizes mutually reinforcing roles of central office staff and school staff to benefit all students. Balances centralized authority and department/school autonomy to advance continuous improvement of teaching and learning.

Below Expectations	Meets	Commendable	Exemplary
Fails to understand roles and responsibilities for district improvement and continues past practices. Does not use consistent and transparent decision-making practices. Fails to establish balance between district and department /school autonomy. Fails to participate in school improvement planning efforts.	Begins to share a common understanding of roles and responsibilities for improvement at district and school levels. Begins to implement the district decision-making framework. Demonstrates a limited understanding of parameters for department/school autonomy with accountability. Attends department and school improvement team meetings.	Demonstrates a clear understanding of roles and responsibilities for advancing continuous district and school improvement. Consistently implements the district decision-making framework. Ensures district decision-making model clearly links autonomy and accountability to the improvement of student learning at all levels. Consistently supports planning, improvement, and problem-solving efforts to improve teaching and learning.	Demonstrates a powerful and consistent commitment to collaborative team leadership. Consistently contributes to collaboratively improving the district decision-making framework and communicates it throughout the system. Consistently reviews identified indicators that the district decision-making model is leading to improved learning for all students. Creates and promotes a culture of mutual empowerment and appreciation among and between staff at all levels.

9. Engaging the Community and Managing the External Environment

Families and community partners are engaged in district efforts to improve learning for all students. Coordination takes place with local, state, and, federal officials to protect the interests of children in the district. External pressures that distract from the core work of teaching and learning are managed and minimized.

Below Expectations	Meets	Commendable	Exemplary
Makes little effort to know the community or to communicate with its citizens. Does not engage with local, state, and federal officials to protect the interests of children in the district. Unaware of external factors and has no network of community contacts. Does not recognize conflict when apparent and does not view his/her role to assist in resolving it. Does not recognize the need to engage key communicators or possess the skills to assist in engaging them.	Interacts with some community members and attends some community activities. Engages with some local, state, and federal officials as appropriate to protect the interest of children in the district. Assists principals and other administrators in identifying conflict within the school community and participates in seeking solutions. Provides support for some families in behaviors that contribute to their children's achievement. Begins to solicit external partners in efforts to support raising student achievement.	Leads in the community and communicates throughout the community. Uses knowledge of federal and state policies and regulations to leverage support for district and school improvement efforts. Implements positive conflict resolution techniques to diffuse situations. Protects the priority of improving instructional practice and keeps internal and external distractions at a minimum. Provides leadership to engage all families and community partners in raising student achievement. Engages in positive, mutually beneficial contacts with local, state, and federal agencies and other civic and educational organizations to promote the vision of the district.	Assumes a leadership role advancing the vision of the district advocating for the needs of children within the local community. Proactively identifies, minimizes, and/or eliminates barriers to the improvement of teaching and learning. Actively promotes support for children coming to school ready to learn and achieve. Successfully motivates external partners to contribute their support to the district's vision and mission. Develops and engages in strategies to influence state and federal policy.

	Indicators	*Rating*
1	*Focus on Student Learning*	
2	*Dynamic and Distributed Leadership*	
3	*Quality Classroom Instruction*	
4	*Coordinated and Job-Embedded Professional Development*	
5	*Effective Use of Data*	
6	*Strategic Allocation of Resources*	
7	*Professional Culture and Collaborative Relationships*	
8	*Clear Understanding of District and School Roles and Responsibilities*	
9	*Engaging the Community and Managing the External Environment*	

- **Exemplary** – Overall Score between 4.26–5.0
- **Commendable** – Overall Score between 3.51-4.25
- **Meets Expectations** – Overall Score between 3.0-3.5
- **Below Expectations** – Overall Score below 3.0

Rubric Average-85%	
District Achievement/Growth-15%	

Overall Rating Level for the 2019-2020 School Year:	

Area of Reinforcement:

Area of Refinement:

Evaluator Signature:	Date:
Central Office Administrator Signature:	Date:

Document D

Perry Township Schools

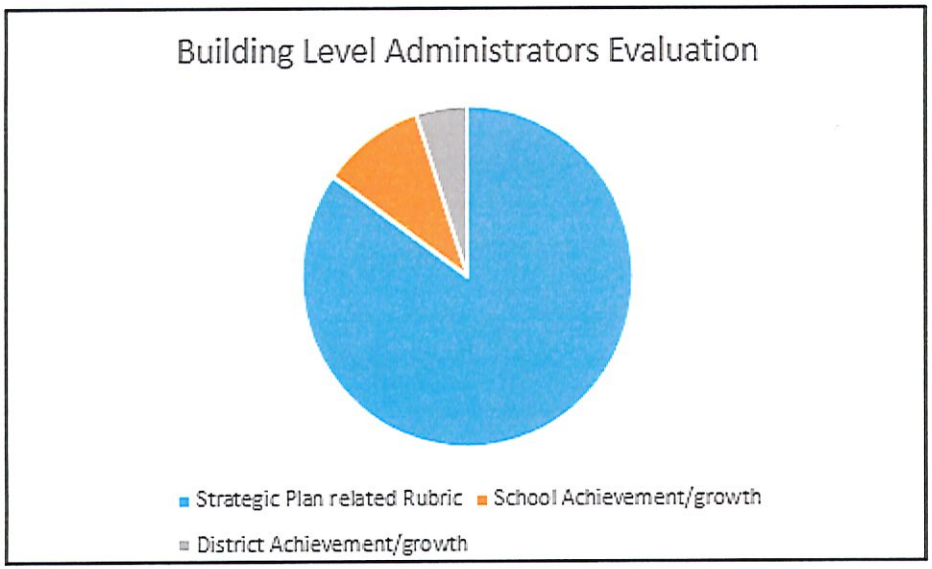
Building Administrator Evaluation

2019-2020

- *We believe clearly defined, high academic standards leads to high academic achievement. It is our responsibility to provide the necessary resources to assure that every child is extended an opportunity to grow and succeed in the classroom, on the stage, and on the field.*

- *We believe that every child deserves an effective teacher in every classroom. In order to achieve this goal, our district is committed to ensuring that our standard for instruction is rigorous and our administrative teams are committed to providing the support necessary to achieve this goal.*

- *We believe that behind every successful school district there exists a strong community connection. These community partners provides the talent, the expertise, and the financial support for school improvement.*



The following Rubric for Building Administrators measures our District Strategic Plan Beliefs. This rubric will represent 85% of the overall score, with 10% on building level achievement/growth data and 5% on district-level achievement/growth data.

Timeline for Principals for the 2019-2020 School year:

1. Building Principals will meet with the Assistant Superintendent by September 30 to determine focus and goals for the 2019-2020 school year. Input on indicators and current areas of refinement and reinforcement will also be discussed.

2. The final summative conference will be held prior to August 2020.

Principals will be rated in the following levels of performance:

- ***Exemplary***- Overall Score between 4.26 – 5.0
- ***Commendable***- Overall Score between 3.51 – 4.25
- ***Meets Expectations***- Overall Score between 3.0 – 3.5
- ***Below Expectations***- Overall Score below 3.0

***Overall performance level can be influenced by other factors such as: Compliance Behaviors, Inter-Personal Behaviors, Fiscal Management, etc. If the overall level is increased or lowered, an explanation of this change will be noted on the evaluation**

Perry Township Schools: Building Administrator Rubric

INDICATOR - 1	Exemplary/Commendable	Meets Expectations	Below Expectations	Possible Sources of Evidence
Environment: Supports Students Fosters a safe, respectful, and orderly learning environment for all	In addition to **Meets** descriptors, facilitates educator participation in: • Expectations for the learning environment that are safe, respectful and orderly for all students • Clear system that monitors and adjusts based on behavior data to assess effectiveness • Clear system that recognizes students and teachers when targets are met or exceeded	• Expectations are aligned with the school's mission and vision • School and district conduct policies are clearly communicated, implemented consistently and fairly as related to student's physical and emotional safety • School routines include smooth transitions that maximize instructional time • Establishes practices that support educators in: analyzing student behavioral data to assess the effectiveness of routines, making needed adjustments to routines based on data, implementing classroom protocols to maximize learning and decrease distractions • Sufficient evidence of: student support for adhering to behavioral and learning expectations, shared accountability for all students' social and emotional safety	• Expectations are not clearly aligned with the school's mission and vision • School and district conduct policies are not: clearly communicated, implemented consistently and fairly, related to students' physical and emotional safety • Learning transitions do not maximize instructional time • Inadequate support for analyzing of behavioral data to assess the effectiveness of routines. Use of data to adjust routines. Use of protocols to maximize learning and decrease distractions	• School-wide code of conduct • Hallways transitions • Cafeteria protocols and schedule • Emergency drills • Classroom codes of conduct • School climate surveys of staff • Student, parent, community stakeholder, teacher and/or staff interviews • Observation of appropriate student behaviors • Attendance rates • Discipline referrals and reports • School safety plan • Any PBIS implementation strategies used.

INDICATOR -2	Exemplary/Commendable	Meets Expectations	Below Expectations	Possible Sources of Evidence
Data Analysis & Supports for Students Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth	Utilizes shared leadership practices and structures: • Builds capacity among nearly all educators for analyzing and using multiple sources of student, educator and school-wide data • Develops and monitors a school-wide data plan that includes a student progress tracking, establishing specific strategies to meet or exceed academic and behavioral growth and achievement goals • Baseline comparisons to benchmark throughout the year, time for instructional adjustments informed by data • Maintains shared accountability for instructional decisions targeting achievement and growth goals • Establishes data specific growth and achievement that are consistently met **for all student groups**	Collaborates with educators for: • Use multiple sources of student, educator, and school-wide data • Determine specific data to analyze when tracking student progress • Establish specific strategies to meet or exceed academic and behavioral growth goals • Identify a data baseline for comparing benchmarks throughout the year • Communicate expectations for adjusting instruction in response to formative and summative assessment data • Establish shared accountability for instructional decisions targeting student achievement and growth goals	Shows limited or no use of: • Multiple student, educator-wide data • Specific data when analyzing and tracking student progress • Academic and behavioral growth goals • Baseline data for comparing benchmarks throughout the year • Expectations for adjusting instruction based on data • Shared accountability for instructional decisions targeting student achievement and growth goals	• Data tracking and training • Data meetings • Intervention schedules and plans • Student work samples • Benchmark assessments • Use of Rubrics • Attendance Rates • Disciplinary referrals and reports • Cluster agenda • ISTEP growth data • Progress from one level of proficiency to another • ***Data Meeting Agendas-2-3 to turn in for the year.**

INDICATOR -3	Exemplary/Commendable	Meets Expectations	Below Expectations	Possible Sources of Evidence
High Expectations	Administrator fulfills the criteria for Level 3 and additionally: • Benchmarking expectations to the performance of the state and/or district highest performing schools • Creating systems and approaches at the school level, classroom level, and student level to monitor the level of academic and behavior expectations • Encouraging a culture, in which students are able to clearly articulate their diverse personal, academic, and behavior goals	Administrator creates and supports high academic and behavior expectations by: • Empowering teachers and staff to set high and demanding academic and behavior expectations for every student. • Empowering students to set high and demanding expectations for themselves • Ensuring that students are consistently learning, respectful, and on task • Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms • Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs	Administrator <u>does not</u> create or support high academic and behavior expectations by: • Accepting poor academic performance and/or student behavior; failing to set high expectations or sets unrealistic or unattainable goals	Evidence includes: • Increased growth of achievement • Teacher goals for student growth • Evidence of student goals • Students reflect on their goals and growth • Progress monitoring towards school goal • ***School Improvement Plan-Evidence of success towards mastery-Demonstrate growth with school/classroom, student levels, and behavior goals** • Evidence of collecting and addressing behavior data throughout the year

INDICATOR-4	Exemplary/Commendable	Meets Expectations	Below Expectations	Possible Sources of Evidence

Interventions: Supports Students
 	
Leads educators to develop and execute interventions to address all student-learning needs grounded in multiple sources of data (academic, social, and/or emotional)
	Utilizes shared leadership practices that demonstrate support for educators in:
	
	• Using multiple sources of data to develop and implement differentiated interventions within and outside normal class structures
	• Setting and meeting goals and targets for individual students and sub-groups
	• Monitoring and adjusting interventions, as needed
	• Maintaining shared accountability for implementations, fidelity, and quality of intervention outcomes
		• Leads educators to implement interventions based on annual goals
		• Supports educators in: Utilizing multiple sources of data to develop and implement interventions within and outside normal class structures
		Aligning interventions and student achievement outcomes
		Monitoring and adjusting interventions, as needed
		Developing intervention schedules
		• Collaborating with general and special educators and English learner teachers to develop appropriate interventions
		• Establishing an organizational system whereby general and special educators and English Learner teachers work together to develop and deliver appropriate interventions
			Shows limited or no use of interventions based on annual goals
			• No observable alignment between interventions and student achievement outcomes
			• Lack of support structures to:
			  ○ Develop and implement interventions based on annual goals
			  ○ Monitor and adjust interventions, as needed
			• Inconsistent selection and use of interventions
			• No process for general and special educators and English Learner teachers to jointly develop and deliver interventions
			• Inadequate accountability for implementations, fidelity and quality of intervention outcomes
				Artifacts and/or Observations
				• Intervention schedules and plans
				• Lesson plans
				• Formative assessment data/benchmark data for TCAP
				• Met or exceeded student growth and achievement
				• Pre/Post test for Cluster Strategy Assessments
				• Data meetings notes

INDICATOR-5	Exemplary/Commendable	Meets Expectations	Below Expectations	Possible Sources of Evidence
Leader's ability to facilitate leadership team to support continued growth of all members	The leader(s) demonstrates expertise as evidenced by his/her ability : • Include specific, focused, high-quality review of cluster, data, the evaluation process, conference or growth plans • Be prepared with appropriate, **high quality materials analyzed prior to Leadership Team meeting** • Provide an agenda with measurable outcomes, aligned assignments, and **specific leadership team members responsible for definitive follow up** • Lead all members to participate and actively engage in the leadership team meeting agenda to increase their proficiency in one or more of the core TAP area • Use of student work in leadership team, cluster, and evaluation process.	The leader(s) demonstrates adequate knowledge as evidenced by his/her ability to: • Include review of cluster, data, the evaluation process, conferencing or growth plans. • Be prepared with appropriate materials for Leadership Team meeting • Provide an focused, concise agenda with adequate outcomes, assignments, and specific leadership team members responsible for follow up	The leader(s) does not demonstrate knowledge as evidenced by his/her inability to: • Include review of cluster, data, the evaluation process, conferencing or growth plans • Be prepared with appropriate materials for Leadership Team meeting • Provide an agenda with outcomes, assignments, and specific leadership team member as person responsible for follow up	Practice/Observations • Leader/s participation in professional development trainings within the state and/or district level • Data displays related to professional learning and observation data: o Inter-rater o Teacher o Subject o Student Groups • Refinement observations and reviews: o Post conference o Pre conference • Individual educator professional learning plans to gauge differentiated support • Conversations with educators about professional learning and growth: o ***ILT Agendas- must share 2 minimum per semester** • Student performance data results in relationship to the school-wide professional learning plan • Teacher performance data in relationship to the school wide improvement plan • ***ILT- Long Range Plan**

INDICATOR-6	Exemplary/Commendable	Meets Expectations	Below Expectations	Possible Sources of Evidence
Recognition & Celebration Recognizes and celebrates improved educator and student performance related to school vision and goals	In additional to Level 3 descriptions, **utilizes shared leadership with members of school community to:** • Create school rituals, traditions and initiatives • Recognize educator and student performance • Consistent recognition that shows evidence of community involvement throughout the process	• Creates clear criteria for recognition and celebration of educators and students • Implements regular recognition and celebration of student performance and growth through a variety of communication methods and activities • Implements regular recognition and celebration of educator performance and growth through a variety of communication methods and activities	Shows limited or no use of: • Clear criteria for recognition and celebration of educators and students • Regular recognition and celebration of student performance and growth through a variety of communication methods and activities • Regular recognition and celebration of educator performance and growth through a variety of communication methods and activities	Practice/Observations • Recognition awards • Newsletter/newspaper articles • Award assemblies/documentation • Conversations with educators and students • Attendance rates • Discipline referrals and reports (suspension and expulsion rates) Outcomes • Students, teachers and families recognize value of academic growth as well as proficiency rates, using Evaluate-formative assessment and ISTEP/ILEARN, WIDA and other high stakes data

INDICATOR-7	Exemplary/Commendable	Meets Expectations	Below Expectations	Possible Sources of Evidence

Stakeholder Communication
 	
Takes measures to actively involve families and community in the education of their children.
	In addition to Level 3 descriptors:
	• Establishes a two-way communication process for families that:
	  ○ Provides information about student progress and learning expectations
	  ○ Is readily accessible to all regardless of socioeconomic, cultural or linguistic diversity
	• Facilitates family and community partnerships that are visible and sustainable
		• Welcomes and engages all families
		• Offers input opportunities for families in regards to school initiatives
		• Provides educators with sufficient resources needed to communicate regularly with families
		• Creates flexible scheduling for meetings, gatherings and celebrations in response to parent needs
			Shows limited or **no evidence** of:
			• Welcoming and engaging families
			• Offering timely, relevant, and accessible communication
			• Providing educators with sufficient resources needed to communicate regularly with families
			• Creating flexible scheduling for meetings, gatherings and celebrations in response to parent needs
				Practice/Observations
				• Newsletters
				• Website
				• Meeting agendas and schedules
				• Phone/contact logs
				• Parent surveys
				• Parental volunteer log
				• Marquee Use
				• BIT/PAR Mtgs.
				• Skylert
				• Sign-in for volunteers
				• Clubs with access to school facilities
				• Events hosted
				• Social Media
				
				Outcomes
				• Parents/community feel welcomed in the school environment

INDICATOR -8	Exemplary/Commendable	Meets Expectations	Below Expectations	Possible Sources of Evidence
Community Resources Strategically utilizes community resources and partners to support the school's mission, vision and goals	In addition to Level 3 descriptors: • Assesses potential community partners and secures additional resources that support teacher and learning • Highlights usage of resources and shares school accomplishments by regular communication with community partners • Develops capacity of educators to implement structures for engaging diverse stakeholders to provide input and feedback in school improvement decisions • Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations	• Conducts an accurate assessment of community partners and resources. • Ensures accepted resources support the school's mission, vision, and goals • Develops structures to encourage diverse stakeholders' to provide input and feedback in school improvement decision. .	Rarely or never utilizes community resources and partners by: • Conducting an assessment of community partners and resources • Accepting resources that are not in support of the school's mission, vision, and goals • Engages limited or non-diverse stakeholders to provide input and feedback in school improvement .	Practice/Observations • Documented partnership activities • Donations and contributions to the school • Community support notes • Displays of partnership and partnering activities • Community support surveys • Conversations with community partners and educators

Building Administrator Evaluation Report

2019-2020 School Year	
Building Level Administrator:	
School:	
Date:	
Evaluator:	

Building level Administration- Rubric Scores		
	Evaluator Scores	Self-Scores
1.Environment: Supports Students		
2. Data Analysis & Supports for Students		
3.High Expectations		
4.Interventions: Supports Students		
5.Leader's Ability to Grow ILT-**Principals only**		
6.Recognition & Celebration of staff & students		
7.Stakeholder Communication		
8.Community Resources		
Total Average of Rubric Indicators		

Rubric Average- 85%	
School Achievement/Growth- 10%	
District Achievement/Growth- 5%	

Description of Factors that influenced Overall Performance Level :

*May have accompanying documentation.

Overall Rating Level for the 2019-2020 School Year:	

REINFORCEMENT OBJECTIVE:

REFINEMENT OBJECTIVE:

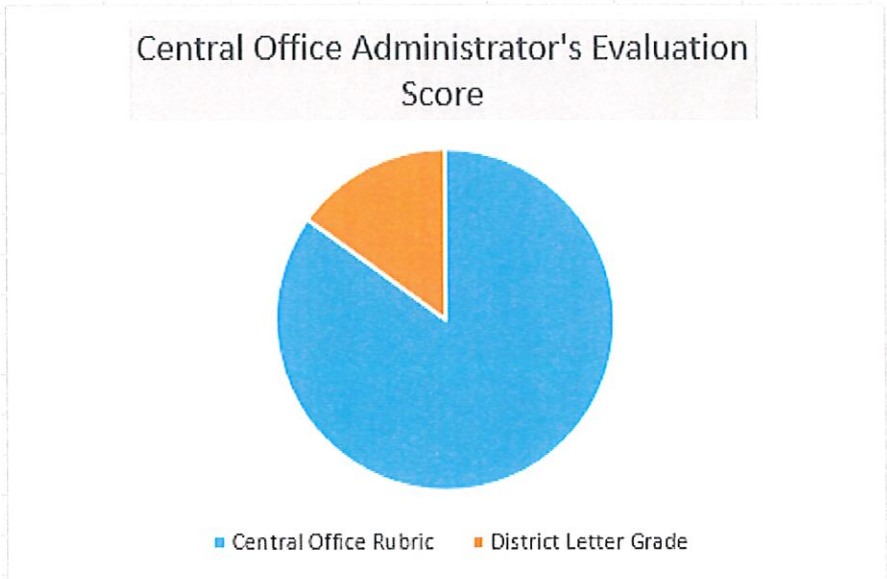
Evaluator Signature:	**Date:**
Building Administrator Signature:	**Date:**

Document E

Perry Township Schools

Central Office Administrator Evaluation

2019-2020



- *We believe clearly defined, high academic standards leads to high academic achievement. It is our responsibility to provide the necessary resources to assure that every child is extended an opportunity to grow and succeed in the classroom, on the stage, and on the field.*

- *We believe that every child deserves an effective teacher in every classroom. In order to achieve this goal, our district is committed to ensuring that our standard for instruction is rigorous and our administrative teams are committed to providing the support necessary to achieve this goal.*

- *We believe that behind every successful school district there exists a strong community connection. These community partners provides the talent, the expertise, and the financial support for school improvement.*

Central Office Administrators will be rated in the following levels of performance:

- ***Exemplary***- Overall Score between 4.26 – 5.0
- ***Commendable***- Overall Score between 3.51 – 4.25
- ***Meets Expectations***- Overall Score between 3.0 – 3.5
- ***Below Expectations***- Overall Score below 3.0

1.1 Focus on Student Learning

Leadership develops and sustains a commitment to the district's values, vision, and goals for high achievement for all students.

Unsatisfactory	Basic	Proficient	Distinguished
Does not communicate the vision, mission, beliefs, and goals beyond central office. Is not aware of student achievement data. Focuses only on operations and management items during meetings. Fails to connect department goals and work with student achievement.	Makes vision, mission, beliefs, and goals public so that staff are familiar with them. Supports district and school staffs to examine disaggregated achievement data at least annually. Includes student achievement focus in meetings and presentations. Connects departmental goals and agenda items to student achievement.	Develops staff and community's commitment to the vision, mission, beliefs, and goals. Ensures staff members understand data, achievement gaps, and aligns efforts to improve teaching and learning with district goals. Develops commitment from stakeholders for high levels of achievement for all students. Focuses on student achievement for the majority of time in meetings. Plans and makes decisions based on standards and non-negotiable performance targets.	Embeds the vision, mission, beliefs, and goals across the system, so the stakeholders' actions and words reflect them. Supports each level of the system in establishing goals aligned to the non-negotiable performance targets set by the board and superintendent. Deliberately focuses on effective student achievement practices in meetings and serves as a model of quality instruction for adult learners. Takes action that results in measurable increases in improved practices, student learning, and closing the achievement gap, stemming from a commitment to high levels of learning for all students.

1.2 Dynamic and Distributed Leadership

Leadership capacity is developed at all levels of the organization, with active modeling and engagement from administrators throughout the system. Roles and responsibilities are aligned to the goals of the district to ensure student achievement.

Unsatisfactory	Basic	Proficient	Distinguished
Visits schools and other departments infrequently. Does not provide district direction for developing leaders' skills beyond a single event. Provides traditional job descriptions, but does not clearly delineate individuals' responsibilities for district improvement efforts. Tolerates behaviors that impede collaboration among staff.	Visits schools and other departments occasionally, but visits do not contribute to improved practice as a district. Supports leaders in developing their individual skills, yet provides minimal district direction. Assigns roles and responsibilities; does not deliberately align roles and responsibilities with the improvement of student learning.	Regularly visits schools and other departments and develops consistent use of protocols that contribute to improved learning and practice. Develops and uses observable systems for monitoring departmental practices. Provides systematic professional leadership development that is in alignment with district improvement efforts. Identifies leaders, including teacher leaders, and provides opportunities for professional growth and leadership. Defines and aligns responsibilities for the effective implementation of system practices to improve student achievement.	Provides feedback from school and department visits that is used collaboratively by leaders and staff to improve practice. Values and cultivates leadership, including teacher leadership, in a systematic way in alignment to district improvement efforts. Defines, aligns, and monitors roles and responsibilities to maximize the effective implementation of system practices. Develops and uses a shared moral purpose to compel leaders at all levels to take concrete actions to ensure high-quality learning for all students.

2.1 Quality Classroom Instruction

Communicates, guides, supports, and monitors clearly defined effective instruction at multiple levels of the organization. Ensures tiered intervention systems meet the instructional needs of students in each school.

Unsatisfactory	Basic	Proficient	Distinguished
Fails to communicate district vision for effective instruction Leaves decisions on instructional practice to individual buildings and teachers. Fails to provide a system for tiered interventions so that individual teachers are left to independently differentiate instruction to meet the needs of students in their classrooms.	Communicates to stakeholders the district's vision for effective instruction. Provides teachers with guidance and oversight for improving teaching and learning. Develops training, systems, and routines for staff to collaborate to differentiate instruction to meet the needs of a range of learners.	Implements multiple ways to support individual and collaborative understanding of the district's vision of effective instruction. Fosters and implements multiple ways to guide, support, and monitor effective instructional practice involving central and school-based administrators, staff, and teachers in reflection and analysis. Ensures tiered intervention systems, staffed by the most qualified practitioners, are in place at the building level to meet the needs of all students.	Sustains district-wide commitment to the district's vision for effective instruction, so staff can articulate and implement the vision to improve student learning. Assures leadership, guidance, and oversight for effective instructional practice leading to continuous improvement of the district's vision for teaching and learning. Sustains a comprehensive tiered intervention system, extension, and acceleration opportunities that meet the needs of all students.

2.3 Coordinated and Job-Embedded Professional Development

The learning needs of students drive professional development programming in the district. The continuous improvement of practice is expected, supported, and monitored through ongoing, job-embedded professional development.

Unsatisfactory	Basic	Proficient	Distinguished
Fails to provide long-term plan, based on data that guides the content and process of professional development. Fails to provide clear plan for induction and mentoring of teachers, leaders, and staff new to the profession. Does not expect or follow through with implementation of professional development provided. Fails to provide for coaching to improve professional practice.	Makes professional development plans independently from student achievement results. Provides limited connections between relationship among individual, school, and district professional development plans and activities. Provides assistance to teachers, leaders, and staff new to the profession through beginning-of-the-year induction training and a relationship with an experienced colleague. States expectations for changes in practice but does not monitor closely. Provides for intermittent coaching on a voluntary basis as follow up to professional development activities.	Develops a long-term, data-driven plan based on school and district goals. Provides district structures to enable professional collaboration, inquiry, and learning for educators at the district and school levels. Provides all staff in new roles and substitutes with a multi-year program, enabling their successful implementation of district curriculum and instructional practices. Clarifies and systematically monitors expected changes in practice and expected effects on student learning. Ensures that over time all staff members receive coaching from trained leaders and/or coaches to improve content knowledge and practices that result in improved student achievement.	Provides evidence of implementation and impact that shows a clear relationship between professional adult learning and improved student achievement. Ensures structures and resources are in place to continually implement and refine professional collaboration, inquiry, instructional, and leadership coaching. Consistently provides for formal and informal coaching so that all staff members are engaged in learning conversations to continuously improve practice.

3.1 Effective Use of Data

Tools, systems, and practices support the use of data to drive district, school, and classroom decision making.

Unsatisfactory	Basic	Proficient	Distinguished
Fails to use data in work to make program decisions. Provides data reports without discussion. Reviews data sporadically to determine areas of concern.	Inconsistently analyzes and shares different state and district assessment results. Includes state assessment data in program improvement goals.	Provides time and training for data analysis and resulting program adjustments with other administrators. Provides relevant data on state and local assessment results in manageable and usable formats. Disaggregates state and local assessment results, along with demographic, perception, and program data to inform ongoing adjustments for continuous improvement plans. Systematically includes multiple data points to ensure equity of access and benefit in district programs for students regardless of race, gender, and socioeconomic level.	Ensures and facilitates ongoing training to sustain systemic data analysis teams at district and school levels. Provides resources or services to customize data reports at the program, school, and classroom levels. Embeds systems for the ongoing examination of summative and formative assessment measures, along with demographic, perception, and program data, to inform continuous improvement planning. Develops and sustains data-driven differentiated support and allocation models.

3.2 Strategic Allocation of Resources

The learning needs of students drive a coordinated, flexible, and aligned resource allocation model.

Unsatisfactory	Basic	Proficient	Distinguished
Defers to the finance office to prepare and distribute budget allocations without input. Fails to share or does not have an allocation model for budget and staffing. Fails to focus budget development on improving academic achievement over maintaining operational needs. Does not coordinate various budget resources with relevant departments. Does not make fiscal decisions to maximize resources.	Begins to seek input from central office department and building administrators on budget allocations. Communicates a fixed allocation model for budget and staffing. Lacks clear coordination with others while seeking to acquire additional resources. Provides categorical dollars per guidelines to target academic improvement in qualified buildings.	Regularly works with other central office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in all buildings. Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model. Consistently considers and coordinates acquisition of additional resources with all district improvement efforts. Ensures struggling students have necessary time, space, staff, and programs for accelerating improvement. Encourages building- and department-based flexibility to allocate resources with accountability for improved student learning.	Provides a systematic process to coordinate all available basic and categorical resources to build budgets targeted to improve student performance across the system. Facilitates the acquisitions of additional resources and partnerships to the greatest advantage in reaching academic improvement goals. Actively sustains an allocation process that continuously reviews and adjusts to assure every student receives the resources necessary to achieve at high levels of learning. Ensures that results of the flexible use of resources at the district, department, and building levels inform improved practice across the system.

4.1 Professional Culture and Collaborative Relationships

Relationships with stakeholders at all levels are characterized by trust and developed through intentional structures and processes that support data-driven collaboration.

Unsatisfactory	Basic	Proficient	Distinguished
Fails to foster trust and acts of sabotage are evident. Disregards and ignores new ideas. Neglects to foster a team concept. Conversations focus on adult needs and clarifying minimum requirements. Fails to expand efforts beyond the status quo. Fosters a climate of competition with unhealthy interactions among staff.	Interacts with staff members in a congenial manner. Responds to expectations with respectful compliance. Establishes pockets of trust, respect, and collaboration in the district. Engages in efforts to address divisiveness and sabotage. Develops norms, structures, and processes for fostering data-driven collaboration in some settings. Develops the opportunity for central office and school-based staff to comment or contribute to one another's programs or schools.	Establishes professional relationships marked by genuine collaboration around student learning. Freely communicates about successes and concerns. Fosters a high degree of competence, reliability, integrity, openness, and caring among staff. Develops strategies for central office and school-based staff to successfully problem-solve and share the work of reform. Develops norms, structures, and processes to foster data-driven collaboration across all levels. Creates an atmosphere of ownership for the success of all students in the district.	Exhibits risk-taking and courage in challenging conventional thinking to advance the work of the district. Ensures effective vertical and horizontal collaboration that results in aligned individual, school, and district actions to improve learning for all students.

4.2 Clear Understanding of District and School Roles and Responsibilities

Acts and recognizes mutually reinforcing roles of central office staff and school staff to benefit all students. Balances centralized authority and department/school autonomy to advance continuous improvement of teaching and learning.

Unsatisfactory	Basic	Proficient	Distinguished
Fails to understand roles and responsibilities for district improvement and continues past practices. Does not use consistent and transparent decision-making practices. Fails to establish balance between district and department/school autonomy. Fails to participate in school improvement planning efforts.	Begins to share a common understanding of roles and responsibilities for improvement at district and school levels. Begins to implement the district decision-making framework. Demonstrates a limited understanding of parameters for department/school autonomy with accountability. Attends department and school improvement team meetings.	Demonstrates a clear understanding of roles and responsibilities for advancing continuous district and school improvement. Consistently implements the district decision-making framework. Ensures district decision-making model clearly links autonomy and accountability to the improvement of student learning at all levels. Consistently supports planning, improvement, and problem-solving efforts to improve teaching and learning.	Demonstrates a powerful and consistent commitment to collaborative team leadership. Consistently contributes to collaboratively improving the district decision-making framework and communicates it throughout the system. Consistently reviews identified indicators that the district decision-making model is leading to improved learning for all students. Creates and promotes a culture of mutual empowerment and appreciation among and between staff at all levels.