

UNION TOWNSHIP SCHOOL CORPORATION

Certificated Employee Evaluation Plan

Every student...every day

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VALPARAISO, IN

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Purpose and Value

The 2011 Education Agenda put students first by focusing on those who strongly influence student learning. Union Township School Corporation's certificated employees are hard-working and devoted to the success of every student, every day. We desire to identify and reward greatness in our schools.

Fair, credible and accurate annual evaluations are needed to differentiate teacher and administrator performance and to support their professional growth. The evaluation tools selected for use in Union Township School Corporation comply with Senate Enrolled Act 1 and are fair, credible, and accurate. These evaluations:

- Are annual: Every certificated employee, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- Include Student Growth Data: Evaluations are student-focused. First and foremost, an effective educator helps students make academic progress. A thorough evaluations system includes multiple measures of performance, and growth data must be one of the key measures.
- Include Four Rating Categories: To retain our best educator, we need a process that can differentiate our best educators and give them the recognition they deserve. We want all educators to perform at the highest level. Thus, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

A meaningful evaluation system should reflect a set of core convictions about good instruction. These core beliefs are the premise of the tools selected by Union Township School Corporation:

- Nothing we can do for our students matters more than giving them effective educators. Research has proven this perpetually. When our educators succeed, our students succeed. We must support our educators by providing useful feedback and support, intervene when educators consistently perform poorly, and retain our excellent teachers, administrators, and counselors.
- Educators deserve to be treated like professionals. Unfortunately, many evaluation systems treat educators like interchangeable parts, rating all the same and failing to give the accurate, useful feedback needed to do the best work.
- A new evaluation system will make a positive difference in our everyday lives. Novice and veteran educators alike can look forward to detailed, constructive feedback, tailored to the individual needs of the classrooms and students. Teachers and principals will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

The evaluation tools being used by UTSC were developed for three key purposes:

- To shine a spotlight on great leadership and teaching: Designed to assist schools and districts in their efforts to increase effectiveness in teaching and leadership.
- To provide clear expectations for teachers and principals: The rubric defines and prioritizes the actions that effective teachers and principals must engage in to lead breakthrough gains in student achievement.
- To support a fair and transparent evaluation of effectiveness: The rubric provides the foundation for accurately assessing school leadership and teacher effectiveness along four discrete ratings.

Performance Level Ratings

Each certificated employee will receive a preliminary rating at the end of the school year in one of performance levels:

- **Highly Effective:** A highly effective educator consistently exceeds expectations. This is an educator who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students of highly effective educators, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** Effective educators consistently meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective educator's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidance suggested by the Indiana Department of Education.
- **Improvement Necessary:** An educator rated as improvement necessary requires a change in performance before he/she meets expectations. This is an educator who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of an educator rated as improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** Ineffective educators consistently fail to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective educator's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

A final rating will be issued no later than 20 school days after the Indiana State Department of Education releases Growth and A-F data.

Models and Evaluation Tools

Certificated educators in Union Township School Corporation will be evaluated annually using the following tools:

Teachers- A form of RISE as modified by UTSC (Special thanks to the committee: Phyllis Allison, Darlene Alonzo, Don Gandy, Karen Koch, Diane Kosakowski, Jerry Lasky, Rhonda LaVelle, Ruth Lavery, Cathy Taylor, Diana Reed, Paula Rukavina, Sharon Santiago, Jack Schimanski, Mike Stephens, and Chris Uskert)

Counselors- Professional School Counselor Effectiveness Rubric

Media Specialist- Association of Indiana School Library Educators School Librarian Evaluation Rubric

Athletic Director- UTSC created rubric

Principals/Assistant Principals- RISE for Principals

Superintendent/Assistant Superintendent- Indiana Superintendent Evaluation Process created by ISBA/IAPSS

Trained Evaluators

The primary and secondary evaluators have been trained and will be used as follows:

Category	Primary	Secondary
Teachers/Counselors/Athletic Directors	Principals/Asst. Principals	Superintendent/ Assistant Superintendent
Principals	Superintendent/ Assistant Superintendent	
Assistant Superintendent	Superintendent	
Superintendent	School Board Members	

Evaluators are assigned by the Superintendent. All evaluators have received RISE training as provided by the Indiana Service Centers as sponsored by the Indiana Department of Education.

Roles

Primary Evaluator- Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator must perform at least one of your short and at least one of your extended observations during the year. Once all data is gathered, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with you to discuss this final rating in a summative conference.

Secondary Evaluator- A secondary evaluator may perform extended or short observations as well as work with teachers to set Student Learning Objectives. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

Student Learning

Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

- **Achievement** is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards
- **Growth** is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available, we also include measures of students' progress toward specific learning goals, known as Student Learning Objectives.

Student Learning Objectives involve setting rigorous learning goals for students around common assessments. All teachers will have Student Learning Objectives. For teachers who have a Growth Model rating, these Objectives will serve as additional measures of student achievement. For teachers who do not have a Growth Model rating, the Student Learning Objectives will form the basis for the student learning measures portion of their evaluation.

When certificated employees work less than 120 school days in any given school year, UTSC will utilize only the student learning objectives to measure for student learning. These Student Learning Objectives will be set or modified collaboratively between the supervisor and the certificated employee.

Indiana Growth Model

The Indiana Growth Model indicates a student's academic progress over the course of a year. It takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s), for example, in math. Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student's current year ISTEP+ scores compare to students who had scored similarly in previous ISTEP+ tests.

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of the four rating categories. Please access the IDOE website for more information on the metrics used to calculate teachers' 1-4 score based on student growth model data.

School-wide Learning

Because it is important for educators to have a common mission of improving student achievement, *all* educators will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's new A – F accountability model. The new A – F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

All educators in the same school will receive the same rating for this measure. Educators in schools earning an A will earn a 4 on this measure; educators in a B school will earn a 3; educators in a C school receive a 2; and educators who work in either a D or F school earn a 1 on this measure.

Student Learning Objectives

Effective teachers have learning goals for their students and use assessments to measure their progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4th through 8th grade math or ELA, information on the extent to which students grow academically is provided annually in the form of growth model data. Teachers of other grades and subjects do not have such information available. Our evaluation systems help account for these information gaps by requiring Student Learning Objectives.

A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measurable using the most rigorous assessment available
- Based on available prior student learning data
- Aligned to state standards
- Based on student progress and achievement

For subjects without growth model data, student learning objectives provide teachers standards-aligned goals to measure student progress that allow for planning backward to ensure that every minute of instruction is pushing teachers and schools toward a common vision of achievement.

Remediation Plans

Employees rated as Needs Improvement or Ineffective will receive a written remediation plan as part of their summative conference. This plan will incorporate strategies and activities to improve their performance. Activities and strategies noted by the evaluator may be appropriate for Professional Growth Points for purposes of license renewal. These credits will be issued as the activities are completed.

Evaluation Plan Discussion

The Union Township School Corporation Evaluation Plan for Certified Staff shall be a written document which is reviewed and/or updated annually. This document will be taken to Discussion with the UTTA at either the August or September Meeting. Following Discussion with the Association, the Evaluation Plan will be explained and approved by the Union Township School Board prior to submission to the Indiana Department of Education.

TEACHERS

Components

All certificated educators will be evaluated on two major components:

1. Professional Practice- Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. Student Learning- – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

The rubrics will consist of the following domains:

Teachers

Domain 1: Planning

- 1.1 Utilize Assessment Data to Plan
- 1.2 Measurable Achievement Goals
- 1.3 Create Standards-based Lesson Plans and Assessments
- 1.4 Track Student Data and Analyze Progress

Domain 2: Instruction

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Modify Instruction as Needed
- 2.5 Develop Higher Level of Understanding Through Relevant Instruction and Work
- 2.6 Maximize Instructional Time
- 2.7 Create Classroom Culture of Respect and Collaboration
- 2.8 Set High Expectations for Academic Success

Domain 3: Leadership

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers
- 3.3 Seek Professional Skills and Knowledge
- 3.4 Engage Families in Student Learning

Domain 4: Core Professionalism

- Attendance
- On-Time Arrival
- Polices and Procedures
- Respect

Process

1. Observations

- a. Short- A short observation lasts a minimum of 10 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference will be scheduled if there are areas of concern. A teacher must receive written feedback within two school days following a short observation. Teachers will have a minimum of two short observations. Many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.
- b. Extended- An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods. Teachers will have a minimum of two extended observations per year.

2. Conferences

- a. Pre-Conferences- Pre-Conferences are not mandatory, but are scheduled by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, grade book, etc.), must be requested of the teacher prior to the extended observation.
- b. Post-Conferences- Post-Conferences are mandatory and must occur within five school days of the extended observation. During this conference, the teacher must be presented with written and oral feedback from the evaluator.

3. Professional Development Plan

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

Teachers needing a professional development plan work with an administrator to set goals at the *beginning of the academic year*. These goals are monitored and revised as necessary. Progress towards goals is formally discussed *during the mid-year conference*, at which point the evaluator and teacher discuss the teacher's performance thus far and adjust individual goals as necessary. Professional development goals should be directly *tied to areas of improvement* within the Teacher Effectiveness Rubric. Teachers with professional development plans are required to use license renewal credits for professional development activities.

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary

evaluator. These teachers will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

4. Other Data

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden on teachers that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

- a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping
- b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

Scoring

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom.

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post conference. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference.

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. The final teacher effectiveness rating will be calculated by the evaluator in a four step process:

1. Compile ratings and notes from observations, conferences, and other sources of information.

At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as

observation notes and conference forms, and when possible, maintain this information electronically.

Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

2. Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1. (See RISE Evaluator and Teacher Handbook p.16)

At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

3. Use established weights to roll-up three domain ratings into one rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighed significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
	Final Score		2.25

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score

4. Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Teacher Effectiveness Rubric Score (2.25-1) = 1.25

Scoring Requirement: 1 is the lowest score a teacher can receive in the RISE system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

Summative Evaluation Scoring

Review of Components

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

- 1) **Professional Practice**- Assessment of instructional knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

- 2) **Student Learning**- Contribution to student academic progress

Measure: Individual Growth Model (IGM)*

Measure: School-wide Learning Measure (SWL)

Measure: Student Learning Objectives (SLO)

* This measure only applies to teachers of grades 4 through 8 who teach ELA or math.

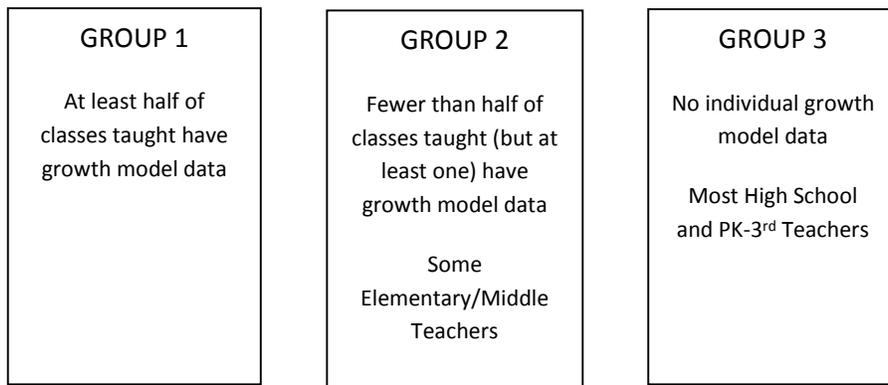
The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures in a final, summative score.

Weighting of Measures

The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. This particular weighting method does this in a few ways:

- Wherever possible, it aims to take a teacher's mix of grades and subjects into account
- It gives the most weight to the measures that are standardized across teachers
- It includes the same measures (whenever possible) for each teacher

At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), Individual Growth Model (IGM) (if available), School-wide Learning Measure (SWL), and Student Learning Objectives (SLO). How these measures are weighted depends on a teacher's mix of classes and the availability of growth data. Teachers fall into one of three groups.



Each group of teacher has a separate weighting scheme. Each is summarized in the charts below.

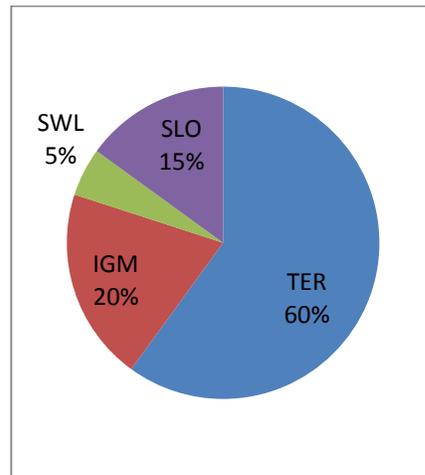
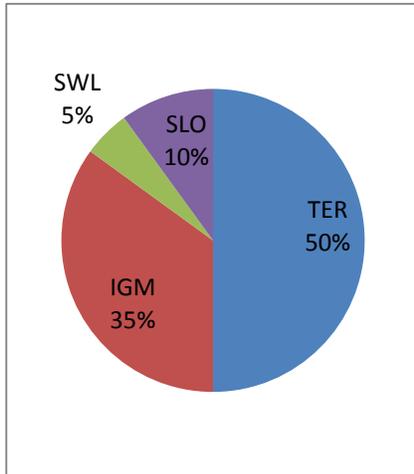
Key:

TER – Teacher Effectiveness Rubric
SWL – School-wide Learning Measure

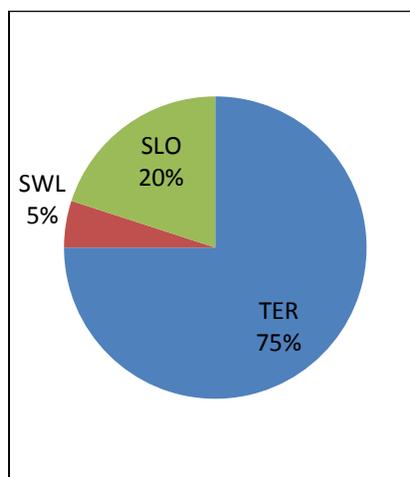
IGM – Individual Growth Model Data
SLO – Student Learning Objectives

Group 1: Teachers who have individual growth model data for at least half of classes taught

Group 2: Teachers who have individual growth model data for fewer than half of classes taught (but at least one class with growth model data)



Group 3 Teachers: Teachers who do not teach any classes with growth model data



Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example from a Group 1 teacher:

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 50%	=1.3
Individual Growth Model Data	3	X 35%	=1.05
Student Learning Objectives	4	X 10%	=0.4
School-wide Learning Measure	2	X 5%	=0.1
Sum of the Weighted Scores			2.85

*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

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

NOTE: Borderline points always round up.

In this example, the score of 2.85 maps to a rating of “Effective”.

Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating.

Negative Impact

Negative impact on student learning shall be defined as follows:

1. For classes measured by statewide assessments with growth model data, the department of education shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
2. For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher’s class fails to demonstrate student learning or mastery of standards established by the state.

NEGATIVE IMPACT ON STATEWIDE ASSESSMENTS

Negative impact on student learning, as measured by student performance on statewide assessments, is characterized by a significant decrease in student achievement and notably low levels of student growth. The department will calculate negative impact for all teachers with Indiana Growth Model data. The determination of negative impact is based on two key variables:

1. Mean ISTEP+ scale score- ISTEP+ scale scores for all students assigned to a teacher will be averaged and then compared to the same variable from the previous year. In order for a teacher to be identified as negatively impacting student learning, the mean ISTEP+ scale score must drop by 15 or more scale points from one year to the next.

2. Median student growth percentile- the median student growth percentile of all students assigned to a teacher will be measured. In order for a teacher to be identified as negatively impacting student learning, the median student growth percentile must be 15 or less.

The criteria for both variables must be met in order for a teacher to be identified as negatively impacting student learning. This rigorous requirement supports an accurate identification of negative impact and protects against statistical anomalies.

For example, if a teacher's students' mean ISTEP+ scale score decreases by 15 scale points or more from one year to the next AND the teacher's students' median student growth percentile is 15 or below, then the teacher is identified as having a negative impact on student learning.

NEGATIVE IMPACT ON LOCALLY SELECTED ASSESSMENTS

School corporations are required to define negative impact on student learning for teachers who do not have data from the Indiana Growth Model. Definitions need to address three key areas:

1. Academic standards- the subject or content standards teachers are responsible for teaching.
2. Demonstration of mastery- the degree to which students will master the standards, and the method by which this mastery will be demonstrated and measured.
3. Significant number of students- The number of students assigned to a specific teacher who must fail to demonstrate mastery of the academic standards for a teacher to be identified as negatively impacting student learning.

Teachers who do not have data from the Indiana Growth model in Union Township School Corporation will be considered as having a negative impact on student learning if they fail three of the four student learning objectives in any given two year period. Teachers receiving either a Needs Improvement or Ineffective rating on their Student Learning Objectives will be considered a fail.

SUMMATIVE RATING MODIFICATION WITH NEGATIVE IMPACT

A teacher demonstrating negative impact on student learning may only receive a summative rating of needs improvement or ineffective. A teacher rated 3.0 or higher prior to consideration of negative impact will receive a rating as needs improvement. A teacher rated 2.5-2.9 prior to consideration of negative impact will receive a rating as ineffective.

Ineffective Ratings

Teachers receiving a rating as ineffective may request a conference with the superintendent by submitting their request in writing within five days of the summative evaluation conference. The superintendent shall schedule a conference with the teacher within ten school days.

In addition to providing a remediation plan at the summative conference when a teacher is rated as ineffective, the building principal will identify the students in the teacher's class. The principal will then ensure assignment of these students to a teacher rated as effective or highly effective in the next school year/trimester. In the event student placement with a teacher rated as ineffective two years in a row is unavoidable, the principal will send written notification to the parents/guardians.

Athletic Director

Components

All certificated educators will be evaluated on two major components:

1. Professional Practice- Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Wheeler Athletic Director Effectiveness Rubric.
2. Student Learning- – Athletic Director’s contribution to student academic progress, assessed through progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

Process

For any given indicator, the athletic director may receive a score of 1 through 4 (4 being highly effective). The athletic director will self-reflect and indicate level of performance in each area. Discussion of each area will take place between the administrator and athletic director. Supporting data will be presented. The administrator will complete the final evaluation in conference with the athletic director.

To paint a complete picture of athletic director practice, the primary and secondary evaluators must collect multiple forms of evidence. These forms will include:

Direct Observation- Observing the athletic director “in action”

Athletic Director Reflections- The athletic director will self-reflect and indicate level of performance in each area

School Data- concrete results of the athletic director’s work

Evaluators collect evidence on all competencies during observations and conferences throughout the year. The evaluation year begins with a conference to set Student Learning Objectives. While two direct observations of at least 30 minutes are required, five are recommended throughout the year. Each direct observation will be followed by a conference within five days. An end of year conference will complete the evaluation year. Additional observations and feedback will be provided for new and struggling athletic directors.

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for the athletic director to assess his/her own performance and set development goals. In this sense, a professional development plan supports athletic directors who strive to improve performance, and can be particularly helpful for new directors. Only athletic directors who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

The Athletic Director needing a professional development plan works with an administrator to set goals at the *beginning of the academic year*. These goals are monitored and revised as necessary. Progress towards goals is formally discussed *during the mid-year conference*, at which point the evaluator and athletic director discuss the director’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly *tied to areas of improvement* within the Wheeler

High School Athletic Directors Rubric. Athletic Directors with professional development plans are required to use license renewal credits for professional development activities.

Scoring

LEADERSHIP OUTCOMES (50%)

Wheeler Athletic Director Rubric: This score is obtained from the evaluation rating from the Wheeler Athletic Director Rubric. The process for determining this is outlined in the rubric itself. It is weighted 50% of the athletic director’s comprehensive rating.

The final professional practice rating will be calculated by the evaluator in a four step process.

1. Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2. Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the athletic director falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

3. Use professional judgment to establish final ratings in Leadership Actions

After collecting evidence, the evaluator must assess where the athletic director falls within each of the ten domains. How the scores correlate to the rating categories is as follows:

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

The final, ten domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision.

At this point, each evaluator should have ratings in the ten domains that range from 1 (Ineffective) to 4 (Highly Effective).

4. Average ten domain ratings into one final practice score.

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

$$3+2/2=2.5 \text{ final practice score}$$

STUDENT LEARNING MEASURES (20%)

A-F Accountability Grade (30%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the DOE to evaluators to include in the evaluation. It is weighted 30% of the athletic director’s comprehensive rating.

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

Student Learning Objectives (20%): This is an opportunity for the athletic director to focus on student learning beyond state mandated assessments. This component allows an athletic director to set two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 20% of the comprehensive rating.

SLO Scoring

The alignment for goal achievement, rating category, and points is as follows:

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

Summative Evaluation Scoring

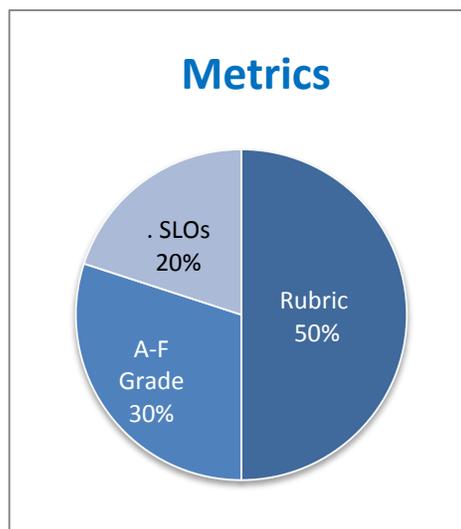
Review of Components

The summative evaluation score will be based on the following components and measures:

- 1) **Professional Practice**- Assessment of leadership outcomes
Measure: Wheeler Athletic Director Effectiveness Rubric
- 2) **Student Learning**- Contribution to student academic progress
Measure: A-F Accountability Framework (A-F Grades)
Measure: Student Learning Objectives

Weighting of Measures

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



ROLLING UP THE SCORE

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

	Raw Score	x	Weight	Score
Rubric Rating			0.50	
A-F Accountability Grade (DOE)			0.30	
SLO Rating			0.20	

Comprehensive Effectiveness Rating	
---------------------------------------	--

Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below. The rating category received by the athletic director should be used for human resource decisions.

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

Note: Borderline points always round up.

Athletic Directors receiving a rating as ineffective may request a conference with the superintendent by submitting their request in writing within five days of the summative evaluation conference. The superintendent shall schedule a conference with the athletic director within ten school days.

Counselors

Components

The rubrics will consist of the following domains:

- Domain 1: Academic Achievement
- Domain 2: Student Assistance 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.

Process

For any given indicator, 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 will be presented. The administrator will complete the final evaluation in conference with the school counselor. The comment section may be used to explain any not observed (N/O) ratings. A written summary may also be attached.

To paint a complete picture of school counselor practice, the primary and secondary evaluators must collect multiple forms of evidence. These forms will include:

- Direct Observation- Observing the counselor “in action”
- School Counselor Reflections- The school counselor will self-reflect and indicate level of performance in each area
- Classroom Visits- Records of the school counselor’s work as provided by the principal
- School Data- concrete results of the school counselor’s work

Evaluators collect evidence on all competencies during observations and conferences throughout the year. The evaluation year begins with a conference to set goals and objectives. While two direct observations of at least 30 minutes are required, five are recommended throughout the year. Each direct observation will be followed by a conference within five days. An end of year conference will complete the evaluation year. Additional observations and feedback will be provided for new and struggling counselors.

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for counselors to assess their own performance and set development goals. In this sense, a professional development plan supports counselors who strive to improve performance, and can be particularly helpful for new counselors. Although every counselor is encouraged to set goals around his/her performance, only counselors who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

Counselors needing a professional development plan work with an administrator to set goals at the *beginning of the academic year*. These goals are monitored and revised as necessary. Progress towards

goals is formally discussed *during the mid-year conference*, at which point the evaluator and counselor discuss the counselor’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly *tied to areas of improvement* within the Professional School Counselor Effectiveness Rubric. Counselors with professional development plans are required to use license renewal credits for professional development activities.

Counselors in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These counselors will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these counselors receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Scoring

The evaluator will use the rubric to score each indicator in the four domains. These ratings are then totaled to score each domain as follows:

Indicator	Maximum Score	Score
Academic Achievement	24	
Student Assistance Services	16	
Career Development	16	
Professional Leadership	24	

Summative Evaluation Scoring

Once the evaluator calculates the score of each domain, the rating should correlate with one of the four rating categories as seen below.

Key	
72-180	Highly Effective
64-71	Effective
56-63	Improvement Necessary
0-55	Ineffective

Once the ratings are assigned to each domain, the evaluator will summarize the strengths of the school counselor and identify specific growth areas.

Counselors receiving a rating as ineffective may request a conference with the superintendent by submitting their request in writing within five days of the summative evaluation conference. The superintendent shall schedule a conference with the counselor within ten school days.

Media Specialist

Components

All certificated educators will be evaluated on two major components:

1. Professional Practice- Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the AISLE School Librarian Evaluation Rubric. Media Specialists will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. Student Learning- – Media Specialist’s contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

The rubrics will consist of the following domains:

- Domain 1: Purposeful Planning
- Domain 2: Effective Instruction
- Domain 3: Leadership
- Domain 4: Core Professionalism

Process

1. Observations
 - a. Short- A short observation lasts a minimum of 10 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference will be scheduled if there are areas of concern. A media specialist must receive written feedback within two school days following a short observation. The Media Specialist will have a minimum of three short observations, at least one per semester. Many evaluators may choose to visit libraries much more frequently than the minimum requirement specified here.
 - b. Extended- An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods. The Media Specialist will have a minimum of two extended observations per year.
2. Conferences
 - a. Pre-Conferences- Pre-Conferences are not mandatory, but are scheduled by request of the Media Specialist or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, grade book, etc.), must be requested of the Media Specialist prior to the extended observation.
 - b. Post-Conferences- Post-Conferences are mandatory and must occur within five school days of the extended observation. During this conference, the Media Specialist must be presented with written and oral feedback from the evaluator.
3. Professional Development Plan

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who

strive to improve performance, and can be particularly helpful for the new Media Specialist. Although every media specialist is encouraged to set goals around his/her performance, only media specialists who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

The Media Specialist needing a professional development plan will work with an administrator to set goals at the *beginning of the academic year*. These goals are monitored and revised as necessary. Progress towards goals is formally discussed *during the mid-year conference*, at which point the evaluator and media specialist discuss the media specialist’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly *tied to areas of improvement* within the Rubric. The Media Specialist with professional development plans are required to use license renewal credits for professional development activities.

Media Specialists in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

4. Other Data

Evaluators should collect material outside of the library to assess these domains. The Media Specialist should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden on the Media Specialist that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

- a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping
- b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

Scoring

Evaluators are not required to score media specialists after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the media specialist and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom.

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post

conference. Although evaluators are not required to provide media specialists interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides media specialists a good idea of their performance on competencies prior to the end-of-year conference. At the end of the year, primary evaluators must determine a final, rubric rating and discuss this rating with media specialists during the end-of-year conference. The final rating will be calculated by the evaluator in a four step process:

1. Compile ratings and notes from observations, conferences, and other sources of information.

At the end of the school year, primary evaluators should have collected a body of information representing practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the media specialist during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the media specialist, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for media specialists containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.

Because of the volume of information that may exist for each media specialist, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives media specialists an idea of where they stand.

2. Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership

After collecting information, the primary evaluator must assess where the media specialist falls within each competency. Using all notes, the evaluator should assign each media specialist a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for media specialists in different contexts and how media specialists have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of-year conference, the evaluator should discuss the ratings with the media specialist, using the information collected to support the final decision. At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if a media specialist scores a 1 (I) or 2(IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

3. Use established weights to roll-up three domain ratings into one rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable media specialist and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a media specialist can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	30%	0.90
Domain 2: Instruction	2	40%	0.80
Domain 3: Leadership	3	30%	0.90
	Final Score		2.60

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score

4. Incorporate Core Professionalism

At this point, the Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a media specialist has not met the standards for any of the four indicators. If a media specialist has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the media specialist did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Media Specialist meets all Core Professionalism standards. Final Rubric Score = 2.25

Outcome 2: Media Specialist does not meet all Core Professionalism standards. Final Rubric Score (2.25-1) = 1.25

Scoring Requirement: 1 is the lowest score a media specialist can receive in the system. If, after deducting a point from the media specialist's final Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1.

The final Rubric score is then combined with the scores from the student learning measures in order to calculate a final rating.

Summative Evaluation Scoring

Review of Components

The summative evaluation score will be based on the following components and measures:

- 3) **Professional Practice-** Assessment of instructional knowledge and skills

Measure: AISLE School Librarian Evaluation Rubric

4) **Student Learning-** Contribution to student academic progress

Measure: School-wide Learning Measure (SWL)

Measure: Student Learning Objectives (SLO)

The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures in a final, summative score.

Weighting of Measures

The primary goal of the weighting method is to treat media specialists as fairly and as equally as possible.

At this point, the evaluator should have calculated or received individual scores for the following measures: AISLE School Librarian Evaluation Rubric, School-wide Learning Measure (SWL), and Student Learning Objectives (SLO).

Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example:

Component	Raw Score	Weight	Weighted Score
School Librarian Evaluation Rubric	2.6	X 50%	=1.3
Student Learning Objectives	4	X 10%	=0.4
School-wide Learning Measure	2	X 5%	=0.1
Sum of the Weighted Scores			2.85

*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

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

NOTE: Borderline points always round up.

In this example, the score of 2.85 maps to a rating of "Effective". Primary evaluators should meet with media specialists in a summative conference to discuss all the information collected in addition to the final rating.

Media Specialists receiving a rating as ineffective may request a conference with the superintendent by submitting their request in writing within five days of the summative evaluation conference. The superintendent shall schedule a conference with the media specialist within ten school days.

Principals/
Assistant Principals

Components

All certificated educators will be evaluated on two major components:

1. Professional Practice- Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. Student Learning- – Teachers’ contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

The rubrics will consist of the following domains:

Domain 1: Teacher Effectiveness

- 1.1 Human Capital Manager
- 1.2 Instructional Leadership
- 1.3 Leading Indicators of Student Learning

Domain 2: Leadership Actions

- 1.1 Personal Behavior
- 1.2 Building Relationships
- 1.3 Culture of Achievement

Process

To paint a complete picture of principal and assistant principal practice, the primary and secondary evaluators must collect multiple forms of evidence. These forms will include:

Direct Observation- Observing the principal “in action”

Indirect Observation- Observing the result of the principal’s/assistant principal’s work

Artifacts- Records of the principal’s/assistant principal’s work as provided by the principal

School Data- concrete results of the principal’s/assistant principal’s work

Evaluators collect evidence on all competencies during observations and conferences throughout the year. The evaluation year begins with a conference to determine and set Administrative Student Learning Objectives. While two direct observations of at least 30 minutes are required, five are recommended throughout the year. Each direct observation will be followed by a conference within five days. An end of year conference will complete the evaluation year. Additional observations and feedback will be provided for new and struggling principals/assistant principals.

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for principals to assess their own performance and set development goals. In this sense, a professional development plan supports principals who strive to improve performance, and can be particularly helpful for new principals. Although every principal is encouraged to set goals around his/her performance, only principals who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

Principals needing a professional development plan work with an administrator to set goals at the *beginning of the academic year*. These goals are monitored and revised as necessary. Progress towards goals is formally discussed *during the mid-year conference*, at which point the evaluator and principal discuss the principal’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly *tied to areas of improvement* within the RISE for Principals Rubric. Principals with professional development plans are required to use license renewal credits for professional development activities.

Principals in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These principals will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these principal receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Scoring

LEADERSHIP OUTCOMES (50%)

RISE Principal Effectiveness Rubric: This score is obtained from the evaluation rating from the RISE Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 50% of the principal’s comprehensive rating.

The final professional practice rating for RISE will be calculated by the evaluator in a four step process.

1. Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2. Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

3. Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions

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

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

The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision.

At this point, each evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1:Teacher Effectiveness	D2: Leadership Actions
Final Rating	3 (E)	2 (IN)

4. Average two domain ratings into one final practice score.

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

$$3+2/2=2.5 \text{ final practice score}$$

STUDENT LEARNING MEASURES (50%)

A-F Accountability Grade (30%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the DOE to evaluators to include in the evaluation. It is weighted 30% of the principal’s comprehensive rating.

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

Administrative Student Learning Objectives (20%): This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows a principal to set two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 20% of the principal’s comprehensive rating.

The guidelines for Administrative Student Learning Objectives are as follows:

1. Have two goals
2. Must be measurable

3. Must be collaboratively set by administrator and evaluator
4. May be district or school based
5. Must be based on student learning measures (student data)
6. Can be growth/improvement or achievement
7. May be based on whole school or subgroup populations

Some possible student learning data sources or areas a principal may set goals around include: IREAD K-2, IREAD 3, LAS Links, IMAST, Acuity, mCLASS, common assessments in social studies or science, non state mandated assessments (NWEA, etc), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, dual-credit achievement, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met. Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

Elementary /Middle School Administrative SLO examples:

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

High School Administrative SLO examples:

- The graduation rate for the High School will raise at least 5%, reaching 80% graduation rate by the end of the school year.
- The percentage of AP students scoring a 3, 4, or 5 on any AP test will increase from 45% last year to 60% this year.
- The bottom 25% of 10th grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.

Administrative SLO non-examples:

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of average weekly referrals to the office from 36 to 20.

Administrative SLO Scoring

The alignment for goal achievement, rating category, and points is as follows:

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

Summative Evaluation Scoring

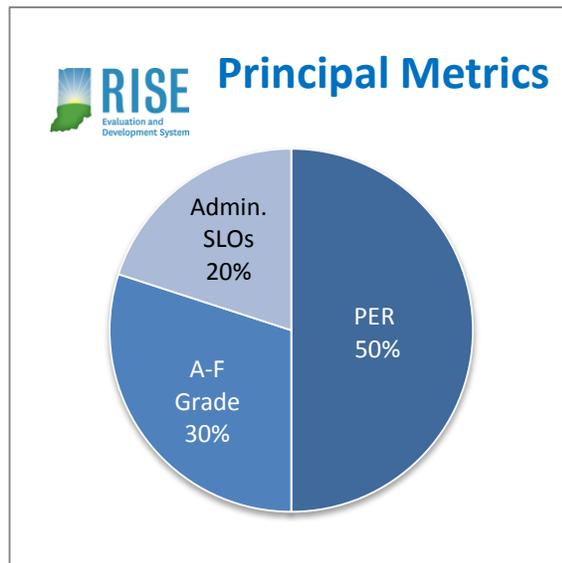
Review of Components

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

- 3) **Professional Practice-** Assessment of leadership outcomes
Measure: Indiana Principal Effectiveness Rubric (PER)
- 4) **Student Learning-** Contribution to student academic progress
Measure: A-F Accountability Framework (A-F Grades)
Measure: Administrative Student Learning Objectives

Weighting of Measures

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



ROLLING UP THE SCORE

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

	Raw Score	x	Weight	Score
Rubric Rating			0.50	
A-F Accountability Grade (DOE)			0.30	
Admin. SLO Rating			0.20	
			Comprehensive Effectiveness Rating	

Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below. The rating category received by the principal should be used for human resource decisions. Principals receiving a rating as ineffective may request a conference with the superintendent by submitting their request in writing within five days of the summative evaluation conference. The superintendent shall schedule a conference with the principal within ten schools days.

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

Note: Borderline points always round up.

Superintendent/
Assistant
Superintendent

Components

The total evaluation score is comprised of three components:

Leadership Rubric	70%
Student Learning Data/ Corporation Accountability Grade	10%
Superintendent Goals/Objectives	20%

Each of the three evaluation components must be weighted and the combined total of the three must equal 100%. It is recommended that the greater weight of the evaluation process be assigned to the rubric instrument. The percentage next to each of the three categories is to be determined by the Board and superintendent at the beginning of each evaluation period. The Assistant Superintendent's percentages will be the same as those used by the Board for the superintendent.

The rubrics will consist of the following domains:

- Domain 1: Relationship with the Board
- Domain 2: Community Relations
- Domain 3: Staff Relationships
- Domain 4: Business and Finance
- Domain 5: Instructional Leadership
- Domain 6: Goals and Objectives

Process

The School Board will decide if the rubric will be completed by each Board Member individually or if the rubric will be completed together. The Superintendent will complete the rubric for the Assistant Superintendent. If done as individuals, every Board Member should place a check mark in the box that reflects his or her scores for every indicator in each of the six categories of the evaluation rubric. Marks in-between two boxes should not be counted. These scores will be entered into the Excel spreadsheet.

Scoring

Leadership Outcomes 70%

Effectiveness Rubric: This score is obtained from the evaluation rating from the Council's Superintendent Model Evaluation Rubric. Points for each indicator are determined using the Rubric as follows:

Highly Effective (HE)	4
Effective (E)	3
Improvement Necessary (I)	2
Ineffective (IN)	1

Student Learning Data 10%

Accountability A-F Grade: The Accountability A-F Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is rated as follows:

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

Superintendent/Assistant Superintendent Goals/Objectives 20%

This is an opportunity for superintendents/assistant superintendent to focus on individual goals/objectives mutually identified by the superintendent and the School Board or assistant superintendent and the superintendent that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance.

The guidelines for Goals/Objectives are as follows:

1. Must be collaboratively set by the evaluator and superintendent/assistant superintendent
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective or personal growth or achievement

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

Summative Evaluation Scoring

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

	Raw Score	x	Weight	Score
Rubric Rating			0.70	
A-F Accountability Grade (DOE)			0.10	
Goals/Objectives Rating			0.20	
			Comprehensive Effectiveness Rating	

Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below.

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

Note: Borderline points always round up.

