

# Professional Growth and Evaluation Plan 2025-2026

*The quality of the teacher is the single most important factor  
In improving student learning.*



The Professional Growth and Evaluation Plan describes how teachers in the East Porter County School Corporation will be evaluated and how teachers will be assisted in their professional growth and improvement of their professional practice. This document also contains important School Board policies and Administrative Procedures with which teachers must be familiar.

# East Porter County School Corporation Professional Growth and Evaluation Plan

## Philosophy

It is the policy of the East Porter County School Board that all teachers participate in an appraisal program on an annual basis to facilitate the successful and continuing achievement of the goals and objectives of the East Porter County School Corporation. Likewise, Indiana Code 20-28-11.5 requires that all teachers be evaluated annually and that the evaluation results in a summative rating of Highly Effective, Effective, Improvement Necessary, or Ineffective.

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

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

There are three different strands of participation (involvement) that recognize the needs of teachers as Teachers. Teachers new to the profession and those teachers who have one (1) to two (2) years of service outside of the East Porter County School Corporation are required to participate under the procedures for **Strand 1: Induction and Orientation**.

All teachers defined by Indiana Code 20-28-6-7.5 or 20-28-6-8 as professional teachers or established teachers are required to participate in **Strand 2: Professional Growth and Evaluation**.

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

Each strand provides appropriate opportunities and support for continuous growth and development as a professional educator. Each strand is fully explained in the sections on **Professional Growth Strands**.

Indiana Code 20-28-11.5 sets forth the basic requirements for the East Porter County School Corporation plan for professional growth and performance assessment of each certified member of the corporation.

## **Objectives**

Within the organizational context of East Porter County School Corporation, improving instruction is accomplished through three strands of professional growth. Each of the strands has a specific role to play in this process. These strands, although distinct, are inseparable, and in combination, they are designed to accomplish the following:

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

## Observation Frequency Overview

| Teacher                                                                                                                                                                                                                                                                                                                                                                                                                      | Number of Observations                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Beginning Teacher (Year 1)</b> – A teacher in his or her first year of employment under a teaching contract in the East Porter County School Corporation with no previous teaching experience.</p>                                                                                                                                                                                                                     | <p><b>Three (3)</b></p> <p>Three (3) long observations. Long observations are at least 30 minutes. Teachers may invite the evaluator to conduct additional observations or ask the evaluator to observe a specific lesson.</p>                                                                                                                                                          |
| <p><b>Beginning Teacher (Year 2)</b> – A teacher in his or her second year of employment under a teaching contract in the East Porter County School Corporation with no previous teaching experience.</p> <p><b>Experienced Teacher New to Corporation (Year 1)</b> – A teacher with at least two years' experience from a previous corporation will have two observations, but one of those may be a short observation.</p> | <p><b>Two (2)</b></p> <p>One (1) long and one (1) short. Teachers may invite the evaluator to conduct additional observations or ask the evaluator to observe a specific lesson. Short observations are at least 15 minutes long.</p>                                                                                                                                                   |
| <p><b>Proficient Teacher (Year 3 and greater)</b> – A teacher who has been employed under a teaching contract with the East Porter County School Corporation for more than two (2) consecutive school years and has received an evaluation rating of Effective or Highly Effective in the previous evaluation cycle.</p>                                                                                                     | <p><b>One (1)</b></p> <p>One (1) long observation observation, at least 30 minutes long. Teachers may invite the evaluator to conduct additional observations or ask the evaluator to observe a specific lesson.</p>                                                                                                                                                                    |
| <p><b>Highly Effective - (5 consecutive years)</b>- A teacher who has been employed under a teaching contract with the East Porter County School Corporation and has received a rating of highly effective for five consecutive years.</p>                                                                                                                                                                                   | <p><b>Walk throughs (2)</b></p> <p><b>**One (1) long observation every three (3) years</b></p> <p>Two (2) Brief, informal classroom observation with feedback. Teachers may invite the evaluator to conduct additional observations or ask the evaluator to observe a specific lesson.</p> <p><b>*One (1) formal long observation will be conducted once every three (3) years.</b></p> |

For teachers that will have more than one observation, at least one should be done each semester or timely spaced (at least one month apart). An Established Teacher or a Proficient Teacher who receives an evaluation rating of Improvement Necessary or Ineffective will participate in at least three (3) observations the following school year (3 long observations). The teacher will continue in this observation schedule until receiving an evaluation rating of Effective or Highly Effective. At that time, the teacher will return to the observation schedule for an Established Teacher or a Proficient Teacher, depending on the years the teacher has been employed under a teaching contract with the East Porter County School Corporation.

### **Strand 1: Induction and Orientation Purpose**

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

#### **Teachers Included**

Teachers new to the profession (probationary teachers as defined in Indiana Code 20-28-6-7.5) and probationary teachers who are in that category due to a summative rating of ineffective will be placed in Strand 1: Induction and Orientation. Teachers new to the school corporation will also be included in Strand 1 until they have had at least three (3) performance evaluation ratings under IC 20-28-11.5.

**Probationary Teacher** – A teacher who:

- (1) serves under contract as a teacher in a public school corporation;
- (2) has not received a rating in an evaluation under IC 20-28-11.5 or receives a rating of ineffective in an evaluation under IC 20-28-11.5;
- (3) has entered into a teaching contract for further service with the school corporation; and
- (4) has not received three (3) ratings in a five (5) year period of effective or highly effective in an evaluation under IC 20-28-11.5 shall be considered a probationary teacher.

### **Evaluation Process**

#### **Evaluator(s)**

Superintendent, Assistant Superintendent, Principal, and/or Assistant Principal. Each evaluator will participate in training to ensure consistent application of the evaluation process and rubric. The training will consist of a review of the rubric, practice observation, and co-observation to establish inter-rater reliability.

#### **Instrument**

East Porter County School Corporation Teacher Effectiveness Rubric

#### **Format**

Observations (short and extended) will be completed as described below. The

summative evaluation will be completed by the end of the school year if all data are available for use in the evaluation. If the data are unavailable by the end of the school year, the evaluation will be completed at the beginning of the following school year.

### **Observations**

Teachers receiving an effectiveness rating of Improvement Necessary or Ineffective the previous year and teachers in years one (1) in East Porter County School Corporation who do not have previous teaching experience will have three (3) observations per school year. Three (3) extended observations will be conducted. The long observations will be at least 30 minutes each. Teachers in year two (2) of employment under a teaching contract in the East Porter County School Corporation with no previous teaching experience and teachers with at least two years' experience from a previous corporation will have two (2) observations, one of those may be a short observation. Teachers may invite the evaluator to conduct additional observations or ask the evaluator to observe a specific lesson. Teachers will receive written feedback from the long observation within two (2) school days. This may be a narrative and/or a copy of the Rubric used for the observation. Observations will be unannounced. The evaluator may, but is not required to, provide a general timeframe when the observations will occur. A post-observation conference will be scheduled within five (5) school days after a long observation, with written feedback provided to the teacher within approximately two (2) days after the conference (I.C. 20-28-11.5-6). This may be a narrative and/or a copy of the Rubric used for the observation. At least one observation should be done each semester or timely spaced (at least one month apart).

### **Frequency of Evaluation**

All teachers will be evaluated annually.

### **Procedures**

- Assistance of a volunteer mentor (first-year teacher only)
- Short and extended observations
- Use of prescribed standards & performance criteria
- Periodic conferences
- Opportunities for in-service and visitations
- Summative evaluation by the end of the school year

### **Goal Setting For Teachers Needing Improvement**

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

### **Action Steps**

Action steps that need to be taken to achieve the goal(s) will be identified in the Professional Development Plan.

### **Indicators of Progress**

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

### **Reporting**

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

## **Strand 2: Professional Growth and Evaluation**

### **Purpose**

The primary purpose of the Professional Growth and Evaluation Strand is to empower professionals to use the Diversity of their collective talents and interests to improve the quality of instruction. By selecting worthy, meaningful goals and converting them into action plans, teachers will make an even more significant difference in the lives of the students they serve.

### **Teachers Included**

Professional and Established Teachers, as defined in Indiana Code 20-28-6-7.5 and 20-28-6-8, will be placed in Strand 2: Professional Growth and Evaluation.

**Professional Teacher** – A teacher who enters into a teaching contract with the school corporation after July 1, 2012, and receives a rating of highly effective or effective or a combination of both for at least two (2) years in a five (5) year or shorter period.

**Established Teacher** – A teacher who serves under contract as a teacher in a public school corporation before July 1, 2012, and at any time before July 1, 2012, enters into a teacher's contract for further service with the school corporation.

### **Professional Growth and Evaluation Process Evaluator(s)**

Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, Principal and/or Assistant Principals

### **Instrument**

East Porter County School Corporation Teacher Effectiveness Rubric

### **Format**

Observations (short and extended) will be completed as described below. The summative evaluation will be completed by the end of the school year if all data are available for use in the evaluation. If the data are unavailable by the end of the school year, the evaluation will be completed at the beginning of the following school year.

## **Observations**

Teachers receiving an effectiveness rating of Effective or Highly Effective the previous school year, who have been employed in the East Porter County School Corporation for two (2) years and have received an effectiveness rating of Effective or Highly Effective in each of those two (2) years will have one (1) observation per school year. One (1) long observation, at least 30 minutes long, will be conducted. Teachers may invite the evaluator to conduct additional observations or ask the evaluator to observe a specific lesson.

A teacher who has been employed under a teaching contract with the East Porter County School Corporation and has received a rating of highly effective for five consecutive years will have two (2) brief, informal classroom observations with feedback. One (1) long observation will be conducted once every three (3) years. If a teacher is only formally observed once every three years, their evaluation score from that observation will carry over and be applied in the intervening years until the next formal observation is conducted.

Teachers will receive written feedback from the observation within two (2) school days. This may be a narrative and/or a copy of the Rubric used for the observation. Observations will be unannounced. The evaluator may, but is not required to, provide a general timeframe when the observations will occur. A post-observation conference will generally occur within five (5) school days after a long observation, with written feedback provided to the teacher within approximately two (2) days after the conference (I.C. 20-28-11.5-6). This may be a narrative and/or a copy of the Rubric used for the observation. At least one observation should be done each semester or timely spaced (at least one month apart).

## **Frequency of Evaluation**

All teachers will be evaluated annually.

## **Goal Setting For Teachers Needing Improvement**

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

## **Action Steps**

Action steps that need to be taken to achieve the goal(s) will be identified in the Professional Development Plan.

## **Indicators of Progress**

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

## **Reporting**

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

## **Strand 3: Support and Assistance Teachers Included**

A teacher who has received a rating of ineffective or improvement necessary or whose performance in the judgment of the primary evaluator has not met the criteria described in the East Porter County School Corporation Teacher Effectiveness Rubric will be placed in Strand 3: Support and Assistance.

## **Support and Assistance Process**

### **Purpose**

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

### **Evaluator**

Primary Evaluator

### **Instruments**

East Porter County School Corporation Teacher Effectiveness Rubric, Support and Assistance Remediation Plan, and other materials deemed appropriate.

### **Format**

If a teacher receives a rating of ineffective or improvement necessary or in the professional judgment of the principal, a teacher's performance has not met the minimum requirements of the district, the principal notifies the teacher (and the East Porter Federation of Teachers (EPFT) representative) that the teacher is being moved into ***Strand 3: Support and Assistance***. The results of that conference are put in writing, and copies are sent to the superintendent and the teacher. The goal is to eliminate the causes of concern and return the teacher to ***Strand 2: Professional Growth and Evaluation*** as soon as possible. A remediation plan is written that precisely defines the problem area(s), describes what is needed for the assistance given, provides a time frame for implementation, and a date for review of progress. The plan's duration may not exceed 90 school days (I.C. 20-28-11.5-6). The principal may direct the use of the teacher's license renewal credits in the remediation plan.

## **Administrative Evaluation Procedures**

Annually, the superintendent will meet with the teachers' representative to review and discuss the evaluation plan. Subsequent to that meeting and before any evaluations are conducted, at a public meeting, the superintendent will explain the evaluation plan to the school board.

Evaluation of all teachers shall occur annually using the East Porter County School Corporation

## Teacher Effectiveness Rubric.

At the beginning of the school year, principals will discuss with teachers the forms and procedures used for evaluation currently housed in Standards for Success. The forms used for the evaluation can be found in Appendix B and D of the Professional Growth and Evaluation Plan. Each teacher will have access to a digital copy of the Professional Growth and Evaluation Plan. Teachers should read the entire East Porter County School Corporation Teacher Effectiveness Rubric and are encouraged to meet with the principal if clarification of the rubric is needed.

Primary and secondary evaluators may visit a classroom at any time to conduct an observation, either short or extended. Evidence collected during these observations may be used to inform the summative evaluation. The primary evaluator may, but is not required, conduct a pre-observation conference with the teacher. The primary evaluator will schedule a meeting with the teacher within five (5) school days of the extended observation, and written feedback will be provided within two (2) school days of the post-observation conference.

The completed evaluation document and feedback will be provided to the employee within seven (7) business days of the evaluation.

Teachers who disagree with the final summative rating may write an explanatory letter, which will be included in the teacher's official personnel file maintained at the school corporation office.

Teachers have a right to inspect their personnel file at the school corporation office and may request copies of all personal appraisals/evaluations. The only persons who may inspect a personnel file, other than the teacher, are upper-level administrators, school board members, school attorneys, and state officials.

## **Evaluation Calendar**

All teachers will be evaluated annually.

## **Effective Instruction**

Teachers in the East Porter County School Corporation are expected to be effective in the components of effective instruction, fully described in the East Porter County School Corporation Teacher Effectiveness Rubric. Appropriate planning for instruction is required. Teachers are also expected to demonstrate Core Professionalism, as defined in the East Porter County School Corporation Teacher Effectiveness Rubric.

## **Summative Evaluation Effectiveness Rating Determination**

A teacher's summative evaluation effectiveness rating is determined solely by the Teacher Effectiveness Rubric Score. The summative rating will be one of the following: Highly Effective, Effective, Improvement Necessary, or Ineffective.

## **All Teachers**

1) Teacher Effectiveness Rubric Score (100%)

### **Teacher Effectiveness Rubric Score**

The teacher effectiveness rubric score is derived from the following five (5) components:

Component 1 – Purposeful Lesson Design score (weighted 15%)

Component 2 – Instructional Strategies & Content Delivery score (weighted 50%)

Component 3 – Classroom Management & Climate score (weighted 15%)

Component 4 – Teacher Leadership score (weighted 20%)

Component 5 – Core Professionalism score (either 0, -0.5 or -1)

These scores will determine the overall Teacher Effectiveness Rubric Score of 1-4

## **EAST PORTER COUNTY SCHOOL CORPORATION**

### **Support and Assistance Remediation Plan**

#### **Support and Assistance Remediation Plan - Procedures**

Assignment/Grade:

Evaluator or Principal:

EPFT Representative:

Date:

Procedures:

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

☐ **Staff Signoff:** I am agreeing to this Support and Assistance Remediation Plan-Goals and this portion of the Support and Assistance Remediation Plan-Goals will be locked from further changes. My primary and secondary evaluators will be notified by email that this Support and Assistance Remediation Plan - Procedures is available for viewing and awaiting approval (if applicable).

#### **Support and Assistance Remediation Plan - Progress**

Teacher Comments:

Administrator Comments:

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

- ☐ Remove from Support and Assistance and return to the Professional Growth strand
- ☐ Remain in the Support and Assistance strand for \_\_\_\_\_ additional school days (Indicate number of days below)
- ☐ Cancel or decline to continue the teacher's contract

☐ **Staff Signoff:** I am agreeing to this Support and Assistance Remediation Plan-Goals and this portion of the Support and Assistance Remediation Plan-Goals will be locked from further changes. My primary and secondary evaluators will be notified by email that this Support and Assistance Remediation Plan - Progress is available for viewing and awaiting approval (if applicable).



# Teacher Effectiveness Rubric

## 2025-2026

### Teacher Evaluation Discussion Committee

The individuals listed below contributed to the discussions of what effective instruction is and how to identify and evaluate it. Their work resulted in a rubric that will be useful to teachers and administrators in improving instruction and helping teachers grow professionally.

|                   |                |                |                   |
|-------------------|----------------|----------------|-------------------|
| Nathan Kaufman    | Allisa Schnick | Kristen Wring  | Christie Campbell |
| Sarah Rock        | Bonnie Stolz   | Holly King     | Sara Wells        |
| Kristina Jillson  | Natalie White  | Rebecca Hummel | Sarah Glassburn   |
| Tiffini Boettcher | Ashley Leighty | Brandon Swann  |                   |

Effective Instruction is the aim for all teachers in East Porter County. Effective instruction is comprised of the following components:

Component 1 – Purposeful Lesson Design (15%)

Component 2 – Instructional Strategies & Content Delivery (50%)

Component 3 – Classroom Management & Climate (15%)

A teacher must be skilled in each of these areas to deliver effective instruction. The three components are described in the East Porter County Teacher Effectiveness Rubric.

In addition to effective instruction, teachers need to demonstrate leadership and professionalism. Components 4 and 5 are in the teacher effectiveness rubric.

Component 4 – Teacher Leadership (20%)

Component 5 – Core Professionalism (0, -0.5, -1)

Components 1 through 4 are weighted and used as part of the calculation of the teacher's effectiveness rubric score. Component 5 is scored as 0, -0.5, or -1 and can adversely affect the teacher's effectiveness rubric score.

## **Elements**

Within each component are a number of elements of effective instruction. It is expected that each element will be used, but not necessarily observed, throughout the school year. The teacher and evaluator share a responsibility to be aware of which elements have not been observed. Each element is described at the effective level (3). In other words, if a teacher is observed implementing or deploying an element as described in the rubric, the teacher would receive a score of 3 for that element. Not every element will be observed during each observation. Likewise, some elements will not be evident during an observation.

If the evaluator does not believe enough instructional strategies have been employed, the evaluator will have a conversation with the teacher to gain further evidence of the elements that have not been observed. This conversation may lead to the evaluator or teacher providing evidence from outside of the classroom observation.

## **Evidence Outside of the Classroom Observation (Artifacts)**

It is not possible to observe all of the elements during the course of observations. To ensure a thorough and fair evaluation is completed, the evaluator may need to rely on sources of evidence collected outside the classroom observation. The sources of evidence could be provided by the teacher, information gained by the evaluator from classroom walk-throughs, and incidental observations outside the classroom. The evaluator will share the evidence pieces with the teacher, if not provided by the teacher, before including them in an observation scoring.

## **Scoring**

The evaluator will record a score for each element observed throughout the school year. The teacher will not receive a summative score after each observation. At the end of the school year, the evaluator will determine a summative rating for each component by reviewing the scores for each element observed during the year. Then, using professional judgment, the evaluator will determine the final summative score for the component.

## **Feedback**

Evaluators will provide written scoring and feedback within two (2) school days of a short observation and five (5) school days of a long observation. Within two (2) school days of receiving the scoring, teachers can respond to the scoring and feedback. Coaching tips will be provided if a teacher scores a 1 or 2 for any element. It is important for teachers to review the scoring and feedback in the event that they teacher feels it is necessary to provide the evaluator with additional evidence that may alter the evaluator's assessment of the teacher's performance.

## East Porter Teacher Rubric 2025-2026

(\*\*Content in the second row is specific to special education roles.)

### Component 1: Purposeful Lesson Design

#### 1.1 Instruction and activities align directly with the established content standards, the focus of the lesson meets the objective and follows district curriculum maps.

| Highly Effective                                                                                                                                                                                                                                                                                         | Effective                                                                                                                                                                                                                                              | Improvement Necessary                                                                                                                                                                                                                                                   | Ineffective                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instruction and activities are intentionally aligned to rigorous content standards and district curriculum maps, with clear, assessable outcomes that guide instruction and assessment. Lessons reflect high expectations, integrate diverse content, and are designed to meet individual student needs. | Instruction and activities are aligned to content standards and follow district curriculum maps, with learning outcomes that are clear and measurable. Lessons reflect appropriate rigor and support student progress toward grade-level expectations. | Learning outcomes and instructional activities show limited alignment to content standards and are not clearly connected to established district curriculum maps. Objectives may lack clarity or measurability, resulting in inconsistent support for student learning. | There is little to no evidence that instructional activities are aligned to content standards or district curriculum maps. Lessons lack clear objectives and fail to incorporate higher-level thinking, problem-solving, or meaningful connections to the curriculum. |
| **Develops clear, measurable IEPs aligned with content standards and student needs. Consistently meets all timelines and facilitates collaborative, effective IEP meetings.                                                                                                                              | **Creates IEPs that align with standards and student goals. Meets timelines and participates actively in required IEP meetings.                                                                                                                        | **IEPs lack clarity or full alignment with standards. Timelines are sometimes missed, and meeting participation is inconsistent.                                                                                                                                        | **IEPs are incomplete or not aligned with standards. Timelines are frequently missed, and meetings are poorly organized or neglected.                                                                                                                                 |

#### 1.2 Lesson shows evidence of preparation, incorporates professional development, is concise, clear, and well organized, including thorough preparation of sub-plans.

| Highly Effective                                                                                                                                                                                                                                                                                 | Effective                                                                                                                                                                                                         | Improvement Necessary                                                                                                                                                   | Ineffective                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Lesson is thoroughly prepared, clearly organized, and reflects professional learning and best practices. The teacher demonstrates extensive knowledge of instructional and professional resources, including those from the school, community, professional organizations, and online platforms. | Lesson is well-prepared, organized, and incorporates strategies from professional development. The teacher uses available instructional resources and demonstrates familiarity with school and district supports. | The lesson shows partial alignment with goals, includes some engaging experiences, has a clear structure, and reflects limited understanding of students and resources. | Teacher does not implement new and improved instructional strategies learned via professional development. |
| **Lessons are well-prepared, reflect professional learning, and are clearly organized.                                                                                                                                                                                                           | **Lessons are prepared and organized. Incorporates strategies from professional                                                                                                                                   | **Lesson prep is inconsistent. Limited use of strategies from professional                                                                                              | **Lessons are poorly planned and disorganized. No evidence of integration of                               |

|                                                             |                                                          |                                                        |                                                         |
|-------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------|
| Plans are detailed and support continuity for IEP services. | learning. Plans address key instructional and IEP needs. | learning. Plans lack clarity or necessary IEP details. | professional learning. Plans are missing or incomplete. |
|-------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------|

### 1.3 Teacher continues growth by incorporating new strategies or methods, and being innovative in instruction.

| Highly Effective                                                                                                                                            | Effective                                                                                                             | Improvement Necessary                                                                          | Ineffective                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. | Persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies | Rarely seeks out ways to implement new practices into instruction                              | When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment, rather than incorporating new strategies or methods |
| **Consistently seeks and applies new, research-based strategies tailored to student needs and IEPs; instruction is creative and impactful.                  | **Applies new strategies and adjusts instruction as needed to support student growth and IEP goals.                   | **Occasionally tries new methods but lacks consistency or alignment to student needs and IEPs. | **Rarely adopts new strategies; instruction remains static and does not reflect students' evolving needs.                                                                        |

## Component 2: Instructional Strategies and Content Delivery

### 2.1 The teacher provides specific, timely feedback to help students monitor progress, refine thinking, and work toward mastery on both class activities and assignments. They use a variety of strategies to check understanding during key instructional moments and adjust the lesson based on student needs.

| Highly Effective                                                                                                                                                                                                | Effective                                                                                                                                               | Improvement Necessary                                                                                 | Ineffective                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Consistently checks for understanding through thoughtful, scaffolded questions that deepen thinking and elicit high-quality responses, while providing timely, meaningful feedback to advance student learning. | Uses multiple methods to check for understanding and provides specific, timely feedback that supports students' progress toward the next learning step. | Feedback is inconsistent and often misses important opportunities to check for student understanding. | Rarely or never checks for student understanding, missing critical moments, and provides feedback that is infrequent, low quality, and untimely. |

### 2.2 The teacher identifies gaps in students' knowledge of the content taught and addresses these gaps effectively through instruction that differentiates among students' abilities and learning styles.

| Highly Effective                                    | Effective                                            | Improvement Necessary                                     | Ineffective                                    |
|-----------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------|
| Uses assessments data and problem-solving processes | Uses a variety of formal and informal assessments to | Relies on limited data and resources to identify learning | Does not recognize or identify gaps in student |

|                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| to accurately identify gaps in each student's knowledge. Instruction is thoughtfully differentiated based on individual assessment data, addressing diverse abilities and learning styles through targeted, small-group, skills-based interventions. The teacher continuously monitors student progress to adjust instruction and ensure learning gains. | identify student learning gaps and adjusts instruction accordingly. The teacher provides small-group, skills-based instruction targeted to student needs and monitors progress to guide instructional decisions. | gaps, which leads to some students remaining disengaged or confused. Instruction focuses on whole-group reteaching rather than targeting individual student needs, causing mastered students to review unnecessary content. Although some interventions are provided, they are insufficient to produce noticeable student growth. | learning during lessons and fails to use assessment data to inform instruction. Lessons are not planned to address students' knowledge gaps, and differentiation is lacking. Necessary interventions and remediation to support struggling students are not provided. |
| **Uses IEP goals and ongoing progress monitoring to identify gaps and deliver highly differentiated instruction that accelerates student growth.                                                                                                                                                                                                         | **Uses IEP data to identify learning gaps and provides instruction aligned to students' goals, with appropriate differentiation.                                                                                 | **Uses IEPs inconsistently to guide instruction. Gaps are identified, but response lacks targeted differentiation or regular monitoring.                                                                                                                                                                                          | **Does not use IEP goals or data to identify gaps. Instruction is not adjusted to meet individual learning needs.                                                                                                                                                     |

### 2.3 The teacher demonstrates comprehensive knowledge of the subject and delivers relevant, engaging, and appropriately challenging lessons that promote student mastery of standards.

| Highly Effective                                                                                                                                                                                                                                                                                                                     | Effective                                                                                                                                                                                                                                                                                                            | Improvement Necessary                                                                                                                                                                                                                                                                                                                         | Ineffective                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Delivers challenging, engaging lessons that promote deep mastery of standards for all students. Students are highly engaged, contributing meaningfully to activities and discussions that develop critical thinking. Technology is thoughtfully integrated, and the teacher intentionally steps back to foster student-led learning. | Delivers relevant, engaging lessons that support student mastery of standards. Most students respond thoughtfully and participate in discussions, with the teacher providing enough time and occasional opportunities for student ownership. Technology is used to support learning but may not be fully integrated. | Delivers lessons that are sometimes engaging but inconsistently challenge students or promote mastery of standards. Student participation and thoughtful responses are limited, and the teacher rarely provides opportunities for student ownership in discussions. Technology use is minimal or not effectively connected to learning goals. | Delivers lessons that lack consistent challenge and engagement, limiting student mastery of standards. Few students participate thoughtfully, and opportunities for student ownership are minimal. Technology is rarely used or does not effectively support learning. |
| **Deep content knowledge and strong understanding of each student's IEP goals drive engaging, challenging lessons that promote mastery.                                                                                                                                                                                              | **Content is accurate and instruction reflects IEP goals and student needs, supporting progress toward standards.                                                                                                                                                                                                    | **Limited connection between instruction, content, and IEP goals. Lessons may lack appropriate challenge or relevance for some learners.                                                                                                                                                                                                      | **Instruction lacks connection to both standards and student IEP goals. Lessons do not support meaningful learning or progress.                                                                                                                                        |

### 2.4 The teacher intentionally incorporates high-level thinking activities, such as scaffolded questioning and creative tasks, to promote complex and original student thinking.

| Highly Effective                                                          | Effective                                                                | Improvement Necessary                                                       | Ineffective                                                                           |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Consistently engages students in higher-order thinking through scaffolded | Uses questioning and activities that encourage higher-level thinking and | Occasionally incorporates higher-level thinking but inconsistently supports | Rarely includes higher-level thinking activities, relying mostly on recall and simple |

|                                                                                     |                                                                                                                      |                                                                                                                                  |                                                                                    |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| questions and creative tasks that promote deep critical thinking and original work. | creativity for most students. Students generally engage in tasks that promote critical thinking and problem-solving. | students in developing critical thinking and creativity. Many activities focus on basic recall rather than deeper understanding. | tasks. Students have few opportunities to develop critical thinking or creativity. |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

**2.5 The teacher implements guided practice or inquiry-based instruction aligned with instructional goals. The teacher also provides meaningful opportunities for student collaboration to deepen understanding through peer discussion.**

| Highly Effective                                                                                                                                                                                                                                                                                             | Effective                                                                                                                                                                                                                                                        | Improvement Necessary                                                                                                                                                                                    | Ineffective                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consistently designs learning experiences where inquiry, curiosity, and creativity drive student learning. Students take ownership by leading investigations and collaborating deeply to solve complex problems, engage in meaningful discourse, and create original work that reflects their understanding. | The teacher uses a variety of strategies that encourage students to explore ideas through inquiry and work together in meaningful ways. Students engage in discussions and collaborative tasks that help them think critically and build a deeper understanding. | Inconsistently supports students in exploring ideas or working together meaningfully. Student discussions and group tasks often lack depth, limiting opportunities for critical thinking and creativity. | Limited student engagement and minimal opportunities for critical thinking. Students seldom participate in meaningful discussions or group work to deepen their understanding. |
| **Implements guided and inquiry-based instruction that fosters student independence and growth while actively promoting progress toward IEP goals. Uses collaboration to build problem-solving skills and confidence.                                                                                        | **Provides guided practice and collaboration that supports learning, independence, and steady progress on IEP goals.                                                                                                                                             | **Occasional guided or collaborative activities, with limited focus on independence or IEP goal progress.                                                                                                | **Rarely promotes independence or growth. Instruction and collaboration do not support IEP goals or student development.                                                       |

**Component 3: Classroom Management and Climate**

**3.1 Disruptions to learning are addressed quickly and respectfully.**

| Highly Effective                                                                                                                                | Effective                                                                                                         | Improvement Necessary                                                                                                                                                 | Ineffective                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Disruptive behaviors and off-task conversations are rare; when they occur, they are promptly addressed with minimal interruption to the lesson. | Teacher uses strategies to maximize instructional time, but there are some distractions to the flow of the lesson | Teacher makes some attempts to use strategies to maximize instructional time, although ineffective in limiting distractions and disruptions to the flow of the lesson | Even with significant prompting, students frequently do not follow directions and are off task |

**3.2 Routines, transitions, and procedures are well-established, allowing class time to be used productively. Students know what they are expected to do with minimal prompting.**

| Highly Effective                                                                                                                                                                                                                                     | Effective                                                                                                                                                                                                                                            | Improvement Necessary                                                                                                                                                                                                      | Ineffective                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Routines, transitions, and procedures are seamless, enabling students to use class time productively with minimal teacher guidance. Students demonstrate independence and stay focused, contributing to a smooth and efficient learning environment. | Routines, transitions, and procedures are well-established, allowing class time to be used productively. Students are engaged in meaningful work for the vast majority of the period, with only brief pauses during necessary tasks like attendance. | Routines, transitions, and procedures are in place but require frequent teacher direction and prompting. As a result, class time is not consistently used productively, and students often need reminders to stay on task. | Routines, transitions, and procedures are unclear or inconsistently followed, resulting in significant loss of instructional time. Students are frequently off task and not engaged in meaningful learning activities. |

**3.3 The classroom has a positive learning environment that encourages and promotes enthusiasm for student learning, positive character, polite behavior, and a culture of respect.**

| Highly Effective                                                                                                                                                                                                                                                                    | Effective                                                                                          | Improvement Necessary                                                                                             | Ineffective                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite | Teacher has a good rapport with students and shows genuine interest in their thoughts and opinions | Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others | Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior |

**Component 4: Teacher Leadership**

**4.1 Contribute to School Culture (See Appendix D)**

| Highly Effective                                                                                                                                                                       | Effective                                                                                                                  | Improvement Necessary                                                                                              | Ineffective                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Exceeds expectations by actively engaging in a variety of high-impact activities throughout the year. Often initiates or leads efforts that benefit the school community. (16+ points) | Meets expectations by regularly participating in school culture activities that support students and staff. (10-15 points) | Participates in a limited number of school culture activities. Engagement is inconsistent or minimal. (5-9 points) | Rarely participates in school culture activities or declines opportunities to engage. (0-4 points) |

| 4.2 Collaborate with Peers                                                                                                                                                                                                                                       |                                                                                                                                      |                                                                                                                                  |                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Highly Effective                                                                                                                                                                                                                                                 | Effective                                                                                                                            | Improvement Necessary                                                                                                            | Ineffective                                                                                                                            |
| Proactively seeks out and leads collaborative opportunities with colleagues, consistently sharing best practices, co-planning lessons, and engaging in professional dialogue that drives continuous improvement and enhances student outcomes across the school. | Seeks assistance when needed and willingly offers support to colleagues, contributing to a cooperative and helpful team environment. | Occasionally asks for help but rarely offers support to colleagues, limiting collaborative opportunities and team effectiveness. | The teacher rarely engages in collaboration and tends to work in isolation, showing little willingness to contribute as a team member. |

| 4.3 Demonstrate Professional Skills and Knowledge (Goal Setting)                                                                                                                 |                                                                                                                                                      |                                                                                                                                                     |                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Highly Effective                                                                                                                                                                 | Effective                                                                                                                                            | Improvement Necessary                                                                                                                               | Ineffective                                                                                                                                                                                                                                                           |
| Sets meaningful, aligned goals with strong evidence of progress and impact; reflects and supports peer growth. Regularly share newly learned knowledge and practices with others | Sets relevant and purposeful goals with evidence of progress and some impact on student learning; reflects on practices and collaborates with peers. | Goals are unclear or minimally relevant; limited or incomplete evidence and reflection. Attend all mandatory professional development opportunities | No goals set or goals lack relevance; no evidence of progress or reflection provided. Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning |

| 4.4 Advocate for Student Success                                      |                                                             |                                                             |                                                                                   |
|-----------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Highly Effective                                                      | Effective                                                   | Improvement Necessary                                       | Ineffective                                                                       |
| Display commitment to the education of all the students in the school | Display commitment to the education of all his/her students | Display commitment to the education of all his/her students | Teacher rarely or never displays commitment to the education of his/her students. |

| 4.5 Engage Families in Student Learning                                                                                                                |                                                                                                                                                               |                                                                         |                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Highly Effective                                                                                                                                       | Effective                                                                                                                                                     | Improvement Necessary                                                   | Ineffective                                                                                                 |
| Consistently builds strong partnerships with parents by actively creating multiple meaningful opportunities for their involvement in student learning. | Regularly initiates communication with parents using multiple methods to involve them in their child's learning and responds promptly when parents reach out. | Respond to contact from parents but not necessarily in a timely manner. | Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents. |

## Component 5: Professionalism

### 5.1 Attendance

| Meets Standard                                               | Does Not Meet Standard                               |
|--------------------------------------------------------------|------------------------------------------------------|
| Teacher has not demonstrated a pattern of unexcused absences | Teacher demonstrates a pattern of unexcused absences |

### 5.2 On-Time Arrival

| Meets Standard                                                                                                                                                                                             | Does Not Meet Standard                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) | Teacher demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |

### 5.3 Policies and Procedures

| Meets Standard                                                                                                                                                                                  | Does Not Meet Standard                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Teacher demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) | Teacher demonstrates a pattern of failing to follow state, corporation, and school policies and procedures |

### 5.4 Respect

| Meets Standard                                                                                                                                                                                        | Does Not Meet Standard                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. They contribute to a positive workplace culture and morale. | Teacher demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner. They contribute negatively to the workplace culture and morale. |

### 5.5 Professional Conduct

| Meets Standard                                                                                                              | Does Not Meet Standard                                        |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Teacher does not engage in inappropriate conversations with students, colleagues, patrons, administrators, and/or visitors. | Teacher engages in conduct that is considered unprofessional. |

**EAST PORTER**  
**PRINCIPAL EVALUATION INSTRUMENT**  
*Evaluation Checklist*  
*Rate the Principal on the following 6 Categories*

**Rubric Scoring:**

**Highly Effective:** 3 points– Principal nearly always demonstrates a strong competency in the area.

**Effective:** 2 points– Principal routinely demonstrates a competency in the area; **Improvement Necessary:** 1 point– Principal sometimes demonstrates competency in the area;

**Ineffective:** 0 points– Principal rarely demonstrates competency in the area.

**CATEGORY 1**

**Instructional Leadership** \_\_\_\_\_/30 PTS

1. Knowledge of curriculum and learning and its development \_\_\_\_\_
2. Continuous learner/knowledgeable and conversant with practices in the various aspects of education \_\_\_\_\_
3. Leadership vision and implementation of these visions \_\_\_\_\_
4. Classroom Observations and monitoring instruction \_\_\_\_\_
5. Teacher Evaluation and Support \_\_\_\_\_
6. Data usage in teams to drive decisions \_\_\_\_\_
7. Academic Rigor \_\_\_\_\_
8. Providing or Implementing Innovation in the Learning Environment \_\_\_\_\_
9. Professional Development \_\_\_\_\_
10. Addressing Teachers who are in need of improvement \_\_\_\_\_

**Narrative:**

**CATEGORY 2**

**School Climate and Culture** \_\_\_\_\_/15 PTS

1. Leadership with personnel \_\_\_\_\_
2. Ability to motivate people to reach their potential \_\_\_\_\_
3. Ability to handle conflict inside and outside the school district \_\_\_\_\_
4. Ability to empower or delegate \_\_\_\_\_
5. Trustworthy/confident in being transparent \_\_\_\_\_
6. Creates opportunities to lead at the district level \_\_\_\_\_

**Narrative:**

**CATEGORY 3**

**Management and Organization** \_\_\_\_\_/12 PTS

1. Hiring, assignment and support \_\_\_\_\_
2. Follows district and school board policies, administrative guidelines & procedures \_\_\_\_\_
3. Day to day activity \_\_\_\_\_
4. Timely in all district endeavors \_\_\_\_\_

**Narrative:**

#### **CATEGORY 4**

##### **Communication and Collaboration**

\_\_\_\_/24 PTS

1. Communication skills \_\_\_\_
2. Builds rapport and relationships with and among staff, students, parents & stakeholders \_\_\_\_
3. Strategic planning for the building ability \_\_\_\_
4. Morals and character as it relates to leadership \_\_\_\_
5. Big-picture person (Incorporates district goals in their building) \_\_\_\_
6. Participates in discussions \_\_\_\_
7. Listening skills \_\_\_\_
8. Builds and maintains respect \_\_\_\_

##### **Narrative:**

#### **CATEGORY 5**

##### **Student Focused**

\_\_\_\_/15 PTS

1. Committed/makes decisions based on what is best for kids \_\_\_\_
2. Implementing strategies to address achievement gaps \_\_\_\_
3. Developing rapport with students \_\_\_\_
4. Gives Student Voice and Advocacy \_\_\_\_
5. Personalized Learning and Enrichment Opportunity for Student \_\_\_\_

##### **Narrative:**

#### **CATEGORY 6**

##### **Self Reflection and Goal Setting**

\_\_\_\_/26 PTS

1. Goal setting skill and ability to carry out goals each year \_\_\_\_

**TOTAL \_\_\_\_ / POINTS**

##### **Rubric Scoring:**

*Highly Effective: 105-125 points*

*Effective: 89-104*

*Improvement Necessary: 78-88 points*

*Ineffective: 0-77 points*

## PRINCIPAL PERFORMANCE EVALUATION FORM

### Summative Assessment

Based on your perceptions of the Principal performance noted above:

What are the Principal's major strengths?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

In what areas do you see an opportunity for growth?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What resources should be made available in order to support improvement strategies, or what steps should the Principal take in order to improve performance in areas identified for improvement?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**EAST PORTER**  
**Superintendent EVALUATION INSTRUMENT**

**Evaluation Checklist**

**Rate the Superintendent on the following 6 Categories**

**Rubric Scoring:**

*Highly Effective: 3 points– Superintendent nearly always demonstrates a strong competency in the area. Effective: 2 points– Superintendent routinely demonstrates a competency in the area; Improvement Necessary: 1 point- Superintendent sometimes demonstrates competency in the area; Ineffective: 0 points– Superintendent rarely demonstrates competency in the area.*

**CATEGORY 1**

**EFFECTIVE MANAGEMENT OF FINANCE, BUILDINGS & GROUNDS** \_\_\_\_\_/15 PTS

1. Oversight of district finances \_\_\_\_\_
2. Oversight of human resources \_\_\_\_\_
3. Oversight of district maintenance and infrastructure improvements \_\_\_\_\_
4. Allocates Revenues toward Established Priorities \_\_\_\_\_
5. Good sense of projected revenues \_\_\_\_\_

**Narrative:**

**CATEGORY 2**

**EFFECTIVE LEADERSHIP OF FACULTY, STAFF & STUDENTS** \_\_\_\_\_/27 PTS

1. Leadership with central office personnel \_\_\_\_\_
2. Ability to motivate people to reach their potential \_\_\_\_\_
3. Knowledge of school law and state administrative guidelines \_\_\_\_\_
4. Leadership vision and implementation of these visions \_\_\_\_\_
5. Ability to handle conflict inside and outside the school district \_\_\_\_\_
6. Ability to empower or delegate \_\_\_\_\_
7. Knowledge of and development of board policy and guidelines \_\_\_\_\_
8. Goal setting skill and ability to carry out goals each year \_\_\_\_\_
9. Trustworthy/confident in being transparent \_\_\_\_\_

**Narrative:**

**CATEGORY 3**

**EFFECTIVE INSTRUCTIONAL LEADERSHIP** \_\_\_\_\_/15 PTS

1. Knowledge of curriculum and learning \_\_\_\_\_
2. Continuous learner/knowledgeable and conversant with practices in the various aspects of education \_\_\_\_\_
3. Committed/makes decisions based on what is best for kids \_\_\_\_\_
4. Skillful in selecting personnel/right staff in place \_\_\_\_\_
5. Alert to legislative matters impacting schools \_\_\_\_\_

**Narrative:**

**CATEGORY 4**

**PERSONAL ATTRIBUTES OF LEADERSHIP** **TOTAL** \_\_\_\_\_/21 PTS

1. Communication skills \_\_\_\_\_

2. Interpersonal skills \_\_\_\_\_
3. Strategic planning ability \_\_\_\_\_
4. Morals and character as it relates to leadership \_\_\_\_\_
5. Big-picture person \_\_\_\_\_
6. Speaking skills \_\_\_\_\_
7. Listening skills \_\_\_\_\_

**Narrative:**

**CATEGORY 5**

**COMMUNITY/SHAREHOLDER RELATIONSHIPS**

**TOTAL \_\_\_\_/09 PTS**

1. Ability to get along with people/board \_\_\_\_\_
2. Ability to get along with people within and outside the school family \_\_\_\_\_
3. Cultivating community partnerships \_\_\_\_\_

**Narrative:**

**CATEGORY 6**

**MANDATORY DOMAIN**

**TOTAL \_\_\_\_/15 PTS**

1. Follows district and school board policies, administrative guidelines & procedures \_\_\_\_\_
2. Builds and maintains respect \_\_\_\_\_
3. Builds rapport and relationships with and among staff, students, parents & stakeholders \_\_\_\_\_
4. Maintains positive attendance \_\_\_\_\_
5. Timely in all district endeavors \_\_\_\_\_

**Narrative:**

**SCORING INSTRUCTIONS FOR COMPLETING EVALUATION**

Each board member should fill out the evaluation form by completing the rubric in all 6 categories. The board president will tally percentage scores and create an average of the board. The average percentage score will be entered and the rating will be determined Highly Effective, Effective, Improvement Necessary or Ineffective based on the scale below. Each board member should also fill in the narrative after each section and the board president will create the overall narrative to present in the evaluation given to the Superintendent. The Superintendent will do a self- evaluation including the narrative just as the board has done. This will be the basis for discussing the evaluation. This process should be completed in June and December.

**TOTAL \_\_\_\_/104 POINTS**

**Rubric Scoring:**

**Highly Effective:** 82-104 points

**Effective:** 61-81 points

**Improvement Necessary:** 41-60 points

**Ineffective:** 0-40 points

**EAST PORTER**  
**Assistant Superintendent Evaluation Instrument**  
**Evaluation Checklist**  
**Rate the Assistant Superintendent on the following 6 Categories**

**Rubric Scoring:**

*Highly Effective: 3 points– Superintendent nearly always demonstrates a strong competency in the area. Effective: 2 points– Superintendent routinely demonstrates a competency in the area; Improvement Necessary: 1 point– Superintendent sometimes demonstrates competency in the area; Ineffective: 0 points– Superintendent rarely demonstrates competency in the area.*

**CATEGORY 1**

**Leadership & Vision**

\_\_\_\_/12 PTS

1. Ability to articulate a clear vision for the district. \_\_\_\_
2. Demonstrates strong leadership skills. \_\_\_\_
3. Inspires and motivates staff. \_\_\_\_
4. Encourages innovation and creativity \_\_\_\_

**Narrative:**

**CATEGORY 2**

**Communication & Collaboration**

\_\_\_\_/12 PTS

1. Effectively communicates with staff, parents and the community. \_\_\_\_
2. Listens actively and responds appropriately. \_\_\_\_
3. Collaborates with stakeholders to achieve common goals. \_\_\_\_
4. Provides timely and relevant information. \_\_\_\_

**Narrative:**

**CATEGORY 3**

**Educational Management**

\_\_\_\_/12 PTS

1. Demonstrates knowledge of best educational practices. \_\_\_\_
2. Ensures curriculum and instructional practices align with district goals. \_\_\_\_
3. Monitors student achievement and supports improvement efforts. \_\_\_\_
4. Implements effective strategies for professional development. \_\_\_\_

**Narrative:**

**CATEGORY 4**

**Organization Management**

\_\_\_\_/12 PTS

1. Efficiently manages district resources. \_\_\_\_
2. Implements policies and procedures effectively. \_\_\_\_
3. Fosters a positive and inclusive work environment. \_\_\_\_
4. Demonstrates fiscal responsibility. \_\_\_\_

**Narrative:**

**CATEGORY 5**

\_\_\_\_/12 PTS

**Problem Solving & Decision Making**

1. Identifies and analyzes complex problems \_\_\_\_
2. Makes informed and timely decisions. \_\_\_\_
3. Considers various perspectives and seeks input when necessary \_\_\_\_
4. Implements solutions effectively. \_\_\_\_

**Narrative:**

**Self Reflection and Goal Setting**

\_\_\_\_/26 PTS

1. Goal setting skill and ability to carry out goals each year \_\_\_\_

**SCORING INSTRUCTIONS FOR COMPLETING EVALUATION**

Each board member should fill out the evaluation form by completing the rubric in all 6 categories. The board president will tally percentage scores and create an average of the board. The average percentage score will be entered and the rating will be determined Highly Effective, Effective, Improvement Necessary or Ineffective based on the scale below. Each board member should also fill in the narrative after each section and the board president will create the overall narrative to present in the evaluation given to the Superintendent. The Superintendent will do a self- evaluation including the narrative just as the board has done. This will be the basis for discussing the evaluation. This process should be completed in June and December.

**TOTAL \_\_\_\_/86 POINTS**

**Rubric Scoring:**

***Highly Effective: 68-86 points***

***Effective: 60-67 points***

***Improvement Necessary: 51-59 points***

***Ineffective: 0-50 points***

**ASSISTANT SUPERINTENDENT PERFORMANCE EVALUATION FORM**

**Summative Assessment**

Based on your perceptions of the Assistant Superintendent's performance noted above:

What are the Assistant Superintendent's major strengths?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

In what areas do you see an opportunity for growth?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What resources should be made available in order to support improvement strategies, or what steps should the Assistant Superintendent take in order to improve performance in areas identified for improvement?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

☐ Share this instrument with other districts **District sharing is turned off!**

## Domain 1: Teacher Effectiveness (40.00%)

### 1.1.1 Hiring, assignment and support

| Highly Effective                                                                                                        | Effective                                                                                         | Improvement Necessary                                                                                                                                                                                 | Ineffective                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally by:                   | Principal or assistant principal selects teachers consistently by:                                | Principal or assistant principal recruits, hires, and supports effective teachers by:                                                                                                                 | Principal or assistant principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: |
| Reviewing the student performance data of the newly hired teacher to determine the teacher's effectiveness.             | Selecting teachers for hiring based on the teacher's effectiveness.                               | Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; | Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions;                           |
| Providing professional development designed to increase the teacher's effectiveness as measured by student performance. | Ensuring that teachers selected are appropriately licensed.                                       | Demonstrating ability to increase some teachers' effectiveness;                                                                                                                                       | Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings;    |
|                                                                                                                         | Utilizing a multi-step interview process employing a consistent interview protocol.               | Occasionally applying the school's vision/mission to HR decisions.                                                                                                                                    | Rarely or never applying the school's vision/mission to HR decisions.                                                            |
|                                                                                                                         | Gathering information on the candidate from at least four (4) sources not named by the candidate. |                                                                                                                                                                                                       |                                                                                                                                  |
|                                                                                                                         | Assigning teachers to classes or courses based on the teacher's effectiveness.                    |                                                                                                                                                                                                       |                                                                                                                                  |

### 1.1.2 Evaluation of teachers

| Highly Effective                                                                                        | Effective                                                                                                                                                                       | Improvement Necessary                                                                                                     | Ineffective                                                                                                               |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:      | Principal or assistant principal prioritizes and applies teacher evaluations by:                                                                                                | Principal or assistant principal prioritizes and applies teacher evaluations by:                                          | Principal or assistant principal does not prioritize and apply teacher evaluations by:                                    |
| Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. | Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;                                                                | Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; | Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; |
|                                                                                                         | Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; | Using teacher evaluations to partially differentiate the performance of teacher;                                          | Rarely or never using teacher evaluation to differentiate the performance of teachers;                                    |
|                                                                                                         | Following processes and procedures outlined in the corporation evaluation plan for all staff members                                                                            | Following most processes and procedures outlined in the corporation evaluation plan for all staff members.                | Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.              |

### 1.1.3 Professional development

| Highly Effective                                                                                                                        | Effective                                                                                                                                                               | Improvement Necessary                                                                                                                       | Ineffective                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:                                      | Principal or assistant principal orchestrates professional learning opportunities by:                                                                                   | Principal or assistant principal orchestrates aligned professional learning opportunities tuned to staff needs by:                          | Principal or assistant principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: |
| Leading learning opportunities aligned to professional needs based on student academic performance data and teacher evaluation results. | Informing teachers of learning opportunities that align to school goals.                                                                                                | Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; | Providing generic or low-quality learning opportunities unrelated to or unlearned by student academic performance data;    |
| Using teacher experts to further teaching and learning;                                                                                 | Utilizing other administrators to secure learning opportunities for teachers based on evaluation results or growth areas identified at any time during the school year; | Providing learning opportunities with little variety of format;                                                                             | Providing no variety in format of learning opportunities;                                                                  |
| Monitoring the impact of implemented learning opportunities on student achievement.                                                     | Learning along with the faculty.                                                                                                                                        | Providing differentiated learning opportunities to teachers in some measure based on evaluation results.                                    | Failing to provide professional learning opportunities based on evaluation results.                                        |

### 1.1.4 Delegation

| Highly Effective                                                                                   | Effective                                                                                                                              | Improvement Necessary                                                                                                                              | Ineffective                                                                                                                                            |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally: | Principal or assistant principal delegates tasks and responsibilities appropriately by:                                                | Principal or assistant principal delegates tasks and responsibilities appropriately by:                                                            | Principal or assistant principal does not delegate tasks and responsibilities appropriately by:                                                        |
| Encouraging and supporting staff members to seek out responsibilities;                             | Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; | Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; | Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; |
| Monitoring and supporting staff in a fashion that develops their ability to manage tasks           | Providing support to staff members as needed.                                                                                          | Monitoring completion of delegated tasks and/or responsibilities, but not necessarily                                                              | Rarely or never monitoring completion of or progress toward delegated task and/or                                                                      |

and responsibilities.

progress towards completion;

responsibility;

Providing support, but not always as needed.

Rarely or never providing support

### 1.1.5 Strategic assignment

#### Highly Effective

At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:

Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that complement individual strengths and minimize weaknesses.

#### Effective

Principal or assistant principal uses staff placement to support instruction by:

Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;

Strategically assigning support staff to teachers and classes as necessary to support student achievement.

#### Improvement Necessary

Principal or assistant principal uses staff placement to support instruction by:

Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.

#### Ineffective

Principal or assistant principal does not use staff placement to support instruction by:

Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.

### 1.1.6 Addressing teachers who are in need of improvement or ineffective

#### Highly Effective

At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:

Staying in frequent communication with teachers on remediation plans to ensure necessary support;

Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.

#### Effective

Principal or assistant principal addresses teachers in need of improvement or ineffective by:

Developing remediation plans with teachers rated as ineffective or in need of improvement;

Monitoring the success of remediation plans;

Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

#### Improvement Necessary

Principal or assistant principal addresses teachers in need of improvement or ineffective by:

Occasionally monitoring the success of remediation plans;

Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

#### Ineffective

Principal or assistant principal does not address teachers in need of improvement or ineffective by:

Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;

Rarely or never monitoring the success of remediation plans;

Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

### 1.2.1 Mission, vision and goals

#### Highly Effective

At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:

Defining long, medium, and short-term application of the vision, mission and/or goals;

Monitoring and measuring progress toward the schools vision, mission and/or goals;

Frequently revisiting and discussing the vision, mission and/or goals; to ensure appropriateness and rigor;

Cultivating complete commitment to and ownership of the schools vision, mission and/or goals; fully within the school and that spreads to other stakeholder groups.

Ensuring all key decisions are aligned to the vision and/or mission.

#### Effective

Principal or assistant principal supports a school-wide instructional vision, mission and/or goals by:

Creating a vision, mission, and/or goals based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s) focusing on learning and school improvement;

Defining specific instructional and behavioral actions linked to the schools vision, mission and/or goals;

Ensuring all key decisions are aligned to the vision, mission, and/or goals;

Cultivating commitment to and ownership of the school's vision, mission, and/or goals within the majority of the teachers and students, as evidenced by the vision, mission, and/or goals being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.

#### Improvement Necessary

Principal or assistant principal supports a school-wide instructional vision, mission and/or goals by:

Creating a vision, mission, and/or goals based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);

Making significant key decisions without alignment to the vision, mission, and/or goals;

Cultivating a level of commitment to and ownership of the school's vision, mission, and/or goals that encapsulates some, but not all, teachers and students.

#### Ineffective

Principal or assistant principal does not support a school-wide instructional vision, mission and/or goals by:

Failing to adopt a school-wide instructional vision, mission and/or goals;

Defining a school-wide instructional vision, mission, and/or goals that are not applied to decisions;

Implementing a school-wide instructional vision, mission, and/or goals without cultivating commitment to or ownership of them as evidenced by a lack of student and teacher awareness.

### 1.2.2 Classroom observations & curriculum and instruction monitoring

#### Highly Effective

At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:

Creating schedules to ensure all teachers are frequently observed in accordance with the school corporation evaluation plan;

Frequently analyzing student performance

#### Effective

Principal or assistant principal uses classroom observations to support student academic achievement by:

Visiting all teachers frequently (announced and unannounced) to observe instruction;

Discussing teaching practices with individual

#### Improvement Necessary

Principal or assistant principal uses classroom observations to support student academic achievement by:

Occasionally visiting teachers to observe instruction;

Occasionally analyzing student performance

#### Ineffective

Principal or assistant principal uses classroom observations to support student academic achievement by:

Rarely or never visiting teachers to observe instruction;

Rarely or never analyzing student

|                                                                            |                                                                                                                                              |                                                                                                                                                                                     |                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| data with teachers to drive instruction and evaluate instructional quality | staff members to assist in improving instruction;<br><br>Identifying good instructional practices associated with different subject matters. | data to drive instruction evaluate instructional quality;<br><br>Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. | performance data OR lacking ability to derive meaning from analysis of data;<br><br>Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes. |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 1.2.3 Teacher Collaboration

| Highly Effective                                                                                                                                                                                                                                                      | Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                      | Ineffective                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:<br><br>Monitoring collaborative efforts to ensure a constant focus on student learning;<br><br>Tracking best collaborative practices to solve specific challenges; | Principal or assistant principal supports teacher collaboration by:<br><br>Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;<br><br>Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;<br><br>Developing a master schedule that provides for collaboration time among grade levels or content areas when possible. | Principal or assistant principal supports teacher collaboration by:<br><br>Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;<br><br>Supporting and encouraging teamwork and collaboration in a limited number of ways;<br><br>Occasionally aligning teacher collaborative efforts to instructional practices. | Principal or assistant principal does not support teacher collaboration by:<br><br>Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;<br><br>Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;<br><br>Rarely or never aligning teacher collaborative efforts to instructional practices. |

### 1.3.1 Planning and Developing Student Learning Objectives

| Highly Effective                                                                                                                                                                                                 | Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                | Ineffective                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:<br><br>Monitoring of progress towards SLOs and redirecting teacher work when necessary to achieve SLOs goals. | Principal or assistant principal supports the planning and development of Student Learning Objectives (SLOs) by:<br><br>Collaborating with teachers to identify standards or skills to be assessed;<br><br>Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that<br><br>accurately and reliably measure student learning;<br><br>Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;<br><br>Working with teachers to monitor and revisit SLOs throughout year as necessary.<br><br>Ensuring teachers utilize a tracking tool to show student progress towards SLOs.<br><br>Ensuring teachers utilize a tracking tool to show student progress towards SLOs. | Principal or assistant principal supports the creation of Student Learning Objectives (SLOs) by:<br><br>Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;<br><br>Occasionally collaborating with teachers to identify standards or skills to be assessed; | Principal or assistant principal does not support the creation of Student Learning Objectives by:<br><br>Failing to organize/provide opportunities for teacher collaboration;<br><br>Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;<br><br>Not meeting with teachers throughout the year to look at progress towards goals. |

### 1.3.2 Rigorous Student Learning Activities

| Highly Effective                                                                                                                                                                                      | Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                         | Ineffective                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:<br><br>Establishing an on-going process of reviewing with teachers data and progress towards SLOs. | Principal or assistant principal creates rigor in SLOs by:<br><br>Ensuring teachers SLOs define desired outcomes;<br><br>Ensuring assessments used correspond to the appropriate state content standards;<br><br>Ensuring an analysis of previous year's student data is included in the development of SLOs;<br><br>Ensuring SLOs are focused on demonstrable gains in students mastery of academic standards as measured by achievement and/or growth. | Principal or assistant principal creates rigor in SLOs by:<br><br>Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;<br><br>Assessing baseline data that may not be effectively used to assess students starting points;<br><br>Selecting and allowing for assessments that may not be appropriately aligned to state content standards. | Principal or assistant principal creates rigor in SLOs by:<br><br>Allowing for outcomes to be benchmarked to less than typical growth;<br><br>Failing to assess baseline knowledge of students;<br><br>Failing to select assessments that are appropriately aligned to content standards. |

### 1.3.3 Instructional Time

| Highly Effective                                                                                               | Effective                                                                                                                                        | Improvement Necessary                                                                                                                     | Ineffective                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:             | Principal or assistant principal supports instructional time by:                                                                                 | Principal or assistant principal supports instructional time by:                                                                          | Principal or assistant principal does not support instructional time by:                                                                                         |
| Routinely monitoring teachers' use of instructional time to ensure it is maximally used.                       | Removing all sources of distractions of instructional time;                                                                                      | Removing major sources of distractions of instructional time;                                                                             | Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; |
| Correcting inappropriate use of instructional time to ensure students receive as much instruction as possible. | Developing a master schedule that efficiently uses instructional time ensuring there are no time gaps in schedules.                              | Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; | Rarely or never promoting the sanctity of instructional time;                                                                                                    |
|                                                                                                                | At the secondary level, developing a master schedule that reduces class conflicts which would cause a student to have to choose between classes. | Occasionally allowing unnecessary noninstructional events and activities to interrupt instructional time.                                 | Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.                                      |
|                                                                                                                | Ensuring that all students at the secondary level have a complete schedule. Use of students as aides should be minimal.                          |                                                                                                                                           |                                                                                                                                                                  |
|                                                                                                                | Approving only field trip requests that are necessary in helping students achieve mastery of standards.                                          |                                                                                                                                           |                                                                                                                                                                  |

## Domain 2: Leadership Actions (40.00%)

### 2.1.1 Professionalism

| Highly Effective                                                                                            | Effective                                                                                                         | Improvement Necessary                                                                                                                                  | Ineffective                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:          | Principal or assistant principal displays professionalism by:                                                     | Principal or assistant principal supports professionalism by:                                                                                          | Principal or assistant principal does not support professionalism by:                                                    |
| Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; | Modeling professional, ethical, and respectful behavior at all times;                                             | Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; | Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; |
| Participates in peer observation with other principals..                                                    | Expecting students and colleagues to display professional, ethical, and respectful behavior at all times;         | Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.                                           | Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.          |
|                                                                                                             | Demonstrating caring, support, and respect for all stakeholders (students, employees, colleagues, parents, etc.); | Demonstrating caring, support, and respect for only some stakeholders.                                                                                 | Failing to demonstrate caring, support, or respect for stakeholders.                                                     |
|                                                                                                             | Arriving for work at the appointed time;                                                                          |                                                                                                                                                        |                                                                                                                          |
|                                                                                                             | Demonstrating a pattern of acceptable attendance.                                                                 |                                                                                                                                                        |                                                                                                                          |

### 2.2.1 Communication

| Highly Effective                                                                                                                                  | Effective                                                                                                                              | Improvement Necessary                                                                                  | Ineffective                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:                                                | Principal or assistant principal skillfully and clearly communicates by:                                                               | Principal or assistant principal skillfully and clearly communicates by:                               | Principal or assistant principal does not skillfully and clearly communicate by:                                           |
| To the extent possible, messaging key concepts in real time;                                                                                      | Messaging key concepts, such as the school's goals, needs, plans, success, and failures;                                               | Messaging most, but not all, key concepts;                                                             | Rarely or never messaging key concepts;                                                                                    |
| Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. | Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; | Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; | Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;               |
|                                                                                                                                                   | Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.          | Utilizing a limited number of means and approaches to communication.                                   | Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication. |

### 2.2.2 School Climate

| Highly Effective                                                                                   | Effective                                                              | Improvement Necessary                                                         | Ineffective                                                                                    |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| At level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally: | Principal or assistant principal skillfully manages school climate by: | Principal or assistant principal skillfully and clearly communicates by:      | Principal or assistant principal does not skillfully and clearly communicate by:               |
| Involving all stakeholders in the school;                                                          | Managing conflict and crisis in a timely and expert manner;            | Managing conflict and crisis but does not do so in a timely or expert manner; | Rarely or never managing conflict and crisis in a timely or expert manner;                     |
| Monitoring internal and external factors affecting the school.                                     | Establishing a climate of trust within the school;                     | Works toward establishing a climate of trust within the school;               | Makes little or no effort in establishing or maintaining a climate of trust within the school; |
|                                                                                                    | When appropriate, shares with parents and                              | Chudes some but not all key incidents with                                    | Does not share chudes with parents or                                                          |

|                                                                                |                                                                   |                                                                                      |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| When appropriate, sharing with parents and community how incidents are handled | Sharing some but not all key incidents with parents and community | Rarely or never sharing with parents or community members how incidents are handled; |
| Empowering staff to make shared decisions.                                     | Limiting the staff's ability to make shared decisions.            | Rarely or never engaging staff in making shared decisions.                           |

### 2.3.1 High expectations

| Highly Effective                                                                                   | Effective                                                                                                              | Improvement Necessary                                                                                                            | Ineffective                                                                                             |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally: | Principal or assistant principal creates and supports high academic and behavior expectations by:                      | Principal or assistant principal creates and supports high academic and behavioral expectations by:                              | Principal or assistant principal does not create or support high academic and behavior expectations by: |
| Creating systems and approaches to monitor the level of academic and behavior expectations.        | Ensuring teachers set high and demanding academic and behavior expectations for every student.                         | Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;   | Accepting poor academic performance and/or student behavior;                                            |
|                                                                                                    | Ensuring that students are consistently learning, respectful, and on task.                                             | Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. | Failing to set high expectations or sets unrealistic or unattainable goals.                             |
|                                                                                                    | Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms. |                                                                                                                                  |                                                                                                         |

### 2.3.2 Academic Rigor

| Highly Effective                                                                                   | Effective                                                                                  | Improvement Necessary                                                                            | Ineffective                                                                                                         |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally: | Principal or assistant principal establishes academic rigor by:                            | Principal or assistant principal establishes academic rigor by:                                  | Principal or assistant principal has not established academic rigor by:                                             |
| Creating systems to monitor the progress towards rigorous academic goals.                          | Creating ambitious academic goals and priorities that are accepted as fixed and immovable. | Creating academic goals that are nearing the rigor required to meet the school's academic goals; | Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; |
|                                                                                                    |                                                                                            | Creating academic goals but occasionally deviates from these goals in the face of adversity.     | Consistently sets and abandons ambitious academic goals.                                                            |

### 2.3.3 Data usage in teams

| Highly Effective                                                                                          | Effective                                                                                                     | Improvement Necessary                                                                                                         | Ineffective                                                     |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:        | Principal or assistant principal utilizes data by:                                                            | Principal or assistant principal utilizes data by:                                                                            | Principal or assistant principal does not utilize data by:      |
| Data used as basis of decision making is transparent and communicated to all stakeholders;                | Assisting teachers in analyzing data to make instructional decisions;                                         | Occasionally supporting and/or orchestrating team collaboration for data analysis;                                            | Rarely or never organizing efforts to analyze data;             |
| Monitoring the use of data in formulating action plans to identify areas where additional data is needed. | Supporting teachers in formulating action plans for immediate implementation that are based on data analysis. | Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis. | Rarely or never applying data analysis to develop action plans. |

## Domain 3: Building Management (20.00%)

### 3.1.1 Facility maintenance

| Highly Effective                                                                                                                                                  | Effective                                                                                                                             | Improvement Necessary                                                                                                                | Ineffective                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:                                                                | Principal or assistant principal manages the maintenance of the school building well by:                                              | Principal or assistant principal manages the maintenance of the school building by:                                                  | Principal or assistant principal manages the maintenance of the school building by:                                                  |
| Notifies appropriate building-level or corporation-level personnel when a defect is noticed in cleanliness or maintenance of the building.                        | Routinely observes areas of the school for cleanliness and maintenance of the building.                                               | Rarely observing areas of the school for cleanliness and maintenance of the building.                                                | Never observing areas of the school for cleanliness and maintenance of the building.                                                 |
| Notifies appropriate building-level or corporation-level personnel when a defect is noticed in an outside area (playground, athletic fields, parking lots, etc.). | Routinely inspects or causes the inspection of areas outside of the school building (playground, athletic fields, parking lots, etc.) | Rarely inspecting or causing the inspection of areas outside of the school building (playground, athletic field, parking lots, etc.) | Never inspecting or causing the inspection of areas outside of the school building (playground, athletic fields, parking lots, etc.) |

### 3.1.2 Facility usage

| Highly Effective                                                                                   | Effective                                                                      | Improvement Necessary                                                             | Ineffective                                                                 |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally: | Principal or assistant principal manages usage of the school building well by: | Principal or assistant principal manages usage of the school building by:         | Principal or assistant principal manages usage of the school building by:   |
| Instituting and monitoring procedures to ensure the staff and students properly use                | Requiring staff and students to properly use the school building and equipment | Occasionally requiring staff and students to properly use the school building and | Rarely requiring staff and students to properly use the school building and |

the school building and equipment.

Consistently following school corporation policies when making the school building available for use by outside groups.

equipment

Occasionally following school corporation policies when making the school building available for use by outside groups.

equipment

Rarely following school corporation policies when making the school building available for use by outside groups.

### 3.1.3 Facility Improvements

#### Highly Effective

At Level 4, a principal fulfills or assistant principal the criteria for Level 3 and additionally:

Consulting with the Director of Business Affairs throughout the school year to revise priorities for improvement of the school building.

#### Effective

Principal or assistant principal manages the improvements of the school building well by:

Annually meeting with the Director of Business Affairs to develop the capital projects plan for the school.

#### Improvement Necessary

Principal or assistant principal manages the improvements of the school building by:

Meeting less than once a year with the Director of Business Affairs to develop the capital projects plan for the school.

#### Ineffective

Principal or assistant principal manages the improvements of the school building by:

Rarely, if ever, meeting with the Director of Business Affairs to develop the capital projects plan for the school.

### 3.1.4 Facility Security

#### Highly Effective

At Level 4, a principal or assistant principal fulfills the criteria for Level 3 and additionally:

Enforcing procedures for admitting visitors or non-school personnel to the school.

Reviewing responses during safety drills (fire, tornado, lock down) with corporation school safety specialists.

Implementing changes to improve staff and student performance.

#### Effective

Principal or assistant principal manages the security of the school building well by:

Establishing procedures for admitting visitors or non-school personnel to the school.

Scheduling and conducting safety drills (fire, tornado, lock down) as required by state code.

#### Improvement Necessary

#### Ineffective

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### Domain 1: Academic Achievement (25.00%)

#### 1.1 The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success

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

#### 1.2 The school counselor demonstrates knowledge of current trends in student development and academic achievement

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

#### 1.3 The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals

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

#### 1.4 The school counselor engages all students in problem solving, critical thinking, and other activities

| Highly Effective                                                                                                                                                              | Effective                                                                                                                                                              | Improvement Necessary                                                                                                                                               | Ineffective                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. | The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. | The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. | The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. |

#### 1.5 The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement

| Highly Effective                                                                                                                                                                                                                       | Effective                                                                                                                                                                                                                                                        | Improvement Necessary                                                                                                                                                                                | Ineffective                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage many students in appropriate decision making. Activities are logically sequenced within individual lessons. | Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons. | Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons. | Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons. |

#### 1.6 The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options

| Highly Effective                                                                                                                                                                                                                                                                                                                          | Effective                                                                                                                                                                                                                                                                                                                           | Improvement Necessary                                                                                                                                                                                                                                                                                                              | Ineffective                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. | The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. | The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. | The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. |

### Domain 2: Student Assistance Services (25.00%)

#### 2.1 The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others

| Highly Effective                                                                                                                                                                                 | Effective                                                                                                                                                                                            | Improvement Necessary                                                                                                                                                                                        | Ineffective                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors. | The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors. | The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors. |

appropriate behaviors.

## 2.2 The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration

### Highly Effective

The school counselor consistently helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.

### Effective

The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.

### Improvement Necessary

The school counselor rarely explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.

### Ineffective

The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.

## 2.3 The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals

### Highly Effective

The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.

### Effective

The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.

### Improvement Necessary

The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.

### Ineffective

The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.

## 2.4 The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture

### Highly Effective

The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.

### Effective

The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.

### Improvement Necessary

The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.

### Ineffective

The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

## Domain 3: Career Development (25.00%)

## 3.1 The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards

### Highly Effective

The school counselor facilitates age-

### Effective

The school counselor facilitates age-

### Improvement Necessary

The school counselor rarely facilitates age-

### Ineffective

The school counselor does not facilitate age-

appropriate career development utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.

appropriate career development. Outside resources are occasionally used.

appropriate career development.

appropriate career development.

## 3.2 The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work

### Highly Effective

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

### Effective

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

### Improvement Necessary

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

### Ineffective

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

## 3.3 The school counselor supports all students in the application of strategies to achieve future success and satisfaction

### Highly Effective

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

### Effective

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

### Improvement Necessary

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

### Ineffective

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

## 3.4 The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness

### Highly Effective

The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring

### Effective

The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes,

### Improvement Necessary

The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes,

### Ineffective

The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills

the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

knowledge, and skills necessary for lifelong learning and career readiness.

knowledge, and skills necessary for lifelong learning and career readiness.

necessary for lifelong learning and career readiness.

#### Domain 4: Professional Leadership (25.00%)

##### 4.1 The school counselor establishes professional goals and pursues opportunities to grow professionally

| Highly Effective                                                                                                                                                                               | Effective                                                                                                                                                                                 | Improvement Necessary                                                                                                                                                                                                | Ineffective                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks. | Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. | Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community. | Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community. |

##### 4.2 The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community

| Highly Effective                                                                                                                                                                                                                            | Effective                                                                                                          | Improvement Necessary                                                                                                                                   | Ineffective                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders. | The school counselor provides consistent and effective leadership in the school counseling program and the school. | The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. | The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. |

##### 4.3 The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs

| Highly Effective                                                                                                                                                                                                                                                       | Effective                                                                                                                                                             | Improvement Necessary                                                                                                                                         | Ineffective                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students. | The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. | The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. | The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. |

##### 4.4 The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs

| Highly Effective                                                                                                                                                                                                                                                  | Effective                                                                                                                                                                                                                                                            | Improvement Necessary                                                                                                                                                                                                                | Ineffective                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. | The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. | The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable. | The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school. |

##### 4.5 The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation)

| Highly Effective                                                                                                                    | Effective                                                                                                                               | Improvement Necessary                                                                                                                                                                      | Ineffective                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. | The school counseling program consistently builds the academic, career, and personal/social development of most students in the school. | The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program. | The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness. |

##### 4.6 The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students

| Highly Effective                                                                                                                                                                                                                                                           | Effective                                                                                                                                                                                                                                                                                                                                                                     | Improvement Necessary                                                                                                                                                                                         | Ineffective                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies. | The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies. | The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs. | The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships. |

## Appendix A

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

|   |                                |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | <b>On-Time Arrival</b>         | Teacher demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)       | <p>Teacher has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) as shown by the following:</p> <p>East Porter County School Corporation Standard – To meet this standard, a teacher must have no more than three (3) occurrences per school year of arriving after the appointed start time of the teacher’s work day. The start time can vary for teachers who are part-time and when the school day is delayed due to two-hour delays. Generally, the start time is 7:20 a.m. If there is an unforeseen event causing the teacher to be late, the teacher is to call the school office that morning to notify the principal of the circumstances. For example, if a train blocks traffic, preventing the teacher from reaching the school, the teacher should call the school office to inform the principal.</p> |
| 3 | <b>Policies and Procedures</b> | Teacher demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.) | <p>Teacher demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, handbook expectations for appropriate attire, etc.)</p> <p>Teachers should be familiar the East Porter County School Corporation job description for teachers and all School Board policies, particularly Workplace Expectations, Student Supervision and Welfare, Use of Electronic Devices While Operating a Motor Vehicle, and the Obligation to Report Suspected Child Abuse and Neglect. The job description and Workplace Expectations and Student Supervision and Welfare policies are included in the Professional Growth and Evaluation Plan. All School Board policies are available through BoardDocs.</p>                                                                                                                                                                                 |
| 4 | <b>Respect</b>                 | Teacher demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. They contribute to a positive workplace culture and morale.    | Teacher demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. They contribute to a positive workplace culture and morale.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|   |                             |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---|-----------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <b>Professional Conduct</b> | Teacher engages in conduct that is considered unprofessional. | <p>Teacher does not engage in inappropriate conversations with students, colleagues, patrons, administrators, and/or visitors.</p> <p>Teacher does not use language unacceptable for the school environment. This includes but is not limited to, the use of profanity, offensive, abusive, antagonistic, caustic, or belligerent language in any setting, including social media or electronic communication, with students, colleagues, patrons, administrators, and/or visitors.</p> <p>Teacher maintains confidentiality, including but not limited to confidentiality of student records/information, information discussed during staff meetings, team meetings, or conversations with other staff members.</p> <p>Teacher maintains professional relationships with students. Teacher does not treat students as peers.</p> |
|---|-----------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Appendix B

### Teacher Goal Setting Guidance & Recording Form

#### Goal Setting

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

By setting goals, you can:

- Achieve more, Improve performance
- Increase your motivation to achieve
- Increase your pride and satisfaction in your achievements, Improve your self-confidence  
Plan to eliminate attitudes that hold you back and cause unhappiness
- Research has shown that people who use goal-setting effectively:
  - Suffer less from stress and anxiety Concentrate better
  - Show more self-confidence Perform better
  - Are happier and more satisfied

#### Goal Setting Helps Self-Confidence

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

#### Fast Goal Format: Frequent, Ambitious, Specific, Timely.

##### 1. Frequent:

How often will you review and update this goal?

Who will be involved in the review process?

What specific metrics or feedback will you track during these reviews?

---

## **2. Ambitious:**

What is the ambitious target for this goal?

What will push you or your team beyond current capabilities?

What challenges might you face in reaching this goal?

---

## **3. Specific:**

What specific actions will you take to achieve this goal?

What are the key milestones and deadlines?

What resources will you need?

---

## **4. Transparent:**

How will you ensure that this goal is visible to everyone involved?

Who needs to be informed about this goal?

How will you gather and share feedback?

## GOAL RECORDING FORM - (Found on SFS)

1. Performance Growth Goal (Indicate Performance Standard(s) addressed in this goal.)

- ☐ Performance Standard #1: Purposeful Lesson Design
- ☐ Performance Standard #2: Instructional Strategies & Content Delivery
- ☐ Performance Standard #3: Classroom Management & Climate
- ☐ Performance Standard #4: Teacher Leadership
- ☐ Performance Standard #5: Professionalism Rubric

2. State the Goal (Use FAST Format-Frequent, Ambitious, Specific, Timely)

3. Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

4. Plan of action

(Outline what you will do, including the timeline(s).)

- ☐ Staff Signoff: I am agreeing to this Professional Goal and this portion of the Professional Goal will be locked from further changes. My primary and secondary evaluators will be notified by email that this Professional Goal is available for viewing and awaiting approval (if applicable).

## Appendix C

### Component 4 - Teacher Leadership Recording Form

(Found on SFS)

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

|        |                 |               |
|--------|-----------------|---------------|
| Name - | Grade/Subject - | School Year - |
|--------|-----------------|---------------|

| 4.1 - Contribute to School Culture<br>(See Appendix D)                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                             |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Highly Effective (4)</p> <ul style="list-style-type: none"> <li>Exceeds expectations by actively engaging in a variety of high-impact activities throughout the year. Often initiates or leads efforts that benefit the school community. (16+ points)</li> </ul>                                                                           |          | <p>Effective (3)</p> <ul style="list-style-type: none"> <li>Meets expectations by regularly participating in school culture activities that support students and staff. (10-15 points)</li> </ul>           |          |
| Date                                                                                                                                                                                                                                                                                                                                           | Activity | Date                                                                                                                                                                                                        | Activity |
|                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                             |          |
|                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                             |          |
|                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                             |          |
|                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                             |          |
| 4.2 – Collaborate with Peers                                                                                                                                                                                                                                                                                                                   |          |                                                                                                                                                                                                             |          |
| <p>Highly Effective (4)</p> <ul style="list-style-type: none"> <li>Proactively seeks out and leads collaborative opportunities with colleagues, consistently sharing best practices, co-planning lessons, and engaging in professional dialogue that drives continuous improvement and enhances student outcomes across the school.</li> </ul> |          | <p>Effective (3)</p> <ul style="list-style-type: none"> <li>Seeks assistance when needed and willingly offers support to colleagues, contributing to a cooperative and helpful team environment.</li> </ul> |          |
| Date                                                                                                                                                                                                                                                                                                                                           | Activity | Date                                                                                                                                                                                                        | Activity |
|                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                             |          |
|                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                             |          |

|                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                |          |
|                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                |          |
| <b>4.3 – Demonstrate Professional Skills and Knowledge (Goal Setting)</b>                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                |          |
| <p>Highly Effective (4)</p> <ul style="list-style-type: none"> <li>• Sets meaningful, aligned goals with strong evidence of progress and impact; reflects and supports peer growth. Regularly share newly learned knowledge and practices with others</li> </ul> |          | <p>Effective (3)</p> <ul style="list-style-type: none"> <li>• Sets relevant and purposeful goals with evidence of progress and some impact on student learning; reflects on practices and collaborates with peers.</li> </ul>                                  |          |
| <b>See Goal Form</b>                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                |          |
| <b>4.4 – Advocate for Student Success</b>                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                |          |
| <p>Highly Effective (4)</p> <ul style="list-style-type: none"> <li>• Display commitment to the education of all the students in the school</li> <li>• Make changes and take risks to ensure student success</li> </ul>                                           |          | <p>Effective (3)</p> <ul style="list-style-type: none"> <li>• Display commitment to the education of all his/her students</li> <li>• Attempt to remedy obstacles around student achievement</li> <li>• Advocate for students' individualized needs.</li> </ul> |          |
| Date                                                                                                                                                                                                                                                             | Activity | Date                                                                                                                                                                                                                                                           | Activity |
|                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                |          |
|                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                |          |
|                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                |          |
|                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                |          |
| <b>4.5 – Engage Families in Student Learning</b>                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                |          |
| <p>Highly Effective (4)</p> <ul style="list-style-type: none"> <li>• Consistently builds strong partnerships with parents by actively creating multiple meaningful opportunities for their</li> </ul>                                                            |          | <p>Effective (3)</p> <ul style="list-style-type: none"> <li>• Regularly initiates communication with parents using multiple methods to involve them in their</li> </ul>                                                                                        |          |

|                                  |               |      |                                                                |
|----------------------------------|---------------|------|----------------------------------------------------------------|
| involvement in student learning. |               |      | child's learning and responds promptly when parents reach out. |
| Date                             | Date Activity | Date | Activity                                                       |
|                                  |               |      |                                                                |
|                                  |               |      |                                                                |
|                                  |               |      |                                                                |
|                                  |               |      |                                                                |
|                                  |               |      |                                                                |

- ☐ **Staff Signoff:** I am agreeing to this Teacher Leadership Recording Form and this portion of the Teacher Leadership Recording Form will be locked from further changes. My primary and secondary evaluators will be notified by email that this Teacher Leadership Recording Form is available for viewing and awaiting approval (if applicable).

## Appendix D

| <b>4. 1 Contribute to School Culture<br/>Choice Board</b>                    |                                                                                                                  |                                                                                                                                                |                                                                                            |                                                                                  |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Assist/Volunteer with after-school activities<br>(1 pt per - max 3 pts)      | Organize or co-organize a school-wide event<br>(2 pt)                                                            | Lead a professional development session<br>(2 pt)                                                                                              | Mentor a new teacher or peer<br>(5 pt)                                                     | Participate actively in school committees<br>(2 points per committee- max 6 pts) |
| Tutoring students during after-school hours (unpaid)<br>(2 pt)               | Volunteer to supervise extracurricular activities<br>(1 pt per - max 3 pts)                                      | Write articles for the school newsletter or website<br>(1 pt)                                                                                  | Present at a staff meeting about instructional strategies or culture (1 pt)                | Organize a staff appreciation or morale-boosting event<br>(1 pt)                 |
| ECA Sponsor<br>(3 pt)                                                        | Lead a community service project involving students<br>(2 pt)                                                    | Collaborate with colleagues on a cross-grade or cross-curricular project (2 pt)                                                                | Attend and participate in at least 3 school events outside class (3 pt)                    | Develop a student program (recognition, service project, etc)<br>(2pt)           |
| Help with school communications (social media, website updates, etc.) (2 pt) | Participate in school leadership team meetings regularly<br>(3 pt)                                               | Create and/or lead a club with monthly meetings<br>(3 pt)                                                                                      | Develop student leadership opportunities within your classroom (1 pt)                      | Assist with sub coverage<br>(1 pt per - max 3 pts)                               |
| Design parent communication for school needs<br>(1 pt)                       | Complete college recommendations for senior students.<br>(1 pt)                                                  | Facilitate a book study or learning group for staff<br>(2 pt)                                                                                  | Attend at least 3 PTO/PTA meetings or partner with family organizations<br>(2 pt)          | Host consistent student lunch bunch or open classroom chat sessions (2 pt)       |
| Pilot a new instructional tool or strategy and share outcomes<br>(3 pt)      | Assist in planning graduation, promotion, or recognition ceremonies<br>(2 pt)                                    | Help plan or run school-wide testing, data days, or academic competitions<br>(2 pt)                                                            | Assist with school safety efforts<br>(1 pt)                                                | Serve on hiring committees<br>(1 pt)                                             |
| Lead or assist in planning a school spirit week<br>(1 pt)                    | Propose a new initiative or improvement for staff or student experience and assist with implementation<br>(2 pt) | Volunteering consistently for small tasks above and beyond expectations (e.g., helping with dismissal, supervising a hallway, etc).<br>(2 pts) | Support student growth and behavior through participation in RtI/MTSS committee<br>(3 pts) | OTHER:<br>With the approval of your principal - Points assigned accordingly      |