Beech Grove City Schools - 5380
2024-2025

STAFF PERFORMANCE EVALUATION PLAN

Requirement: Evaluation Plan must be in writing and explained prior to evaluations being conducted.

The Superintendent will discuss the Evaluation Plan with the Beech Grove Classroom Teachers' Association and the District Evaluation and Compensation Committee before the Evaluation Plan is implemented. The District Evaluation and Compensation Committee is composed of district administration, building administration, Beech Grove Classroom Teachers' Association members, and classroom teachers. The plan will be explained to the Beech Grove Board of School Trustees on an annual basis during the school board meeting typically in July.

Indiana TAP: An Introduction

In 2022, Beech Grove City Schools was awarded a 5 million Federal TSL grant and renewed a partnership with NIET (National Institute of Excellence in Teaching). Within NIET is the TAP system. TAP intentionally aligns systems for promoting, supporting, evaluating & compensating talent to enhance not only teacher effectiveness, but also job satisfaction & collegiality. These aspects also directly affect recruitment & retention of effective educators, particularly in high-need schools & hard-to-staff-subjects. In this way, Indiana TAP schools are pioneering ways for all schools statewide to innovatively develop and reward effective teachers and thereby improve student achievement.

Why the TAP System?

The System for Teacher and Student Advancement (TAP) was launched by the Milken Family Foundation in 1999 and is now operated by the National Institute for Excellence in Teaching (NIET). The goal of TAP is improved teacher professional practice resulting in improved student achievement. TAP is designed to elevate the teaching profession through the implementation of four interrelated elements:

- **Multiple Career Paths**: TAP allows teachers to pursue a variety of positions throughout their careers — career teacher, mentor teacher, and instructional coach — depending upon their interests, abilities and accomplishments.
- **Ongoing Applied Professional Growth**: TAP restructures the school schedule to provide time during the regular school day for TAP teachers to participate in weekly cluster group meetings. Led by instructional coaches and mentor teachers, cluster group meetings allow teachers to examine student data together, engage in collaborative planning and learn

instructional strategies that have proven successful in their schools.

- **Instructionally Focused Accountability**: TAP teachers are observed in classroom instruction several times a year by multiple trained observers, including principals, instructional coaches, and mentor teachers, using research- based rubrics for several dimensions of instructional quality. Evaluators are trained and certified on these rubrics, and leadership teams monitor the reliability and consistency of evaluations in their schools.
- **Performance-Based Compensation**: TAP's Performance-Based Compensation model provides differentiated options for educators to earn additional compensation each year.

Annual Evaluations

Requirement: Annual performance evaluations for each certificated employee.

Note: *The full NIET Learning and Teaching rubric along with NIET Principals Standards Rubric, cannot be included here as it is the intellectual property of the National Institute of Excellence In Teaching (NIET). The Evaluation Plans are posted online and cannot be posted for public consumption.*

Beech Grove City Schools has implemented an annual evaluation process for all corporation employees. Included In this plan: (1) NIET Principals Standards Rubric for all certified classroom teachers, utilizing Instructional Leadership Team (ILT) meetings weekly, with an emphasis on professional development feedback, corporation and all-school goals with the support of Curriculum and Instructional Coordinators and Mentor teachers sharing in the observation schedules along with building administration; (2) NIET Principals Standards Rubric, along with a self-evaluation, goal setting component, annual ILT observations with post-conferences, a formal feedback report, and an annual System-2-System meeting with the Superintendent of Schools; (3) Classified Employee Performance Review, has been developed and is used for numerous positions in the school system where the employee may work directly with students, in the office, in the media center, as home school advisors, integration specialists using technology (holding a certified teaching license), maintenance, nursing services, operations or food service, etc.; (4) Director of Quality Learner's Evaluation system that incorporates an observation rubric for School Counseling, English Language Learners (ELL), School Psychologists, and Speech Language Pathologists; (5) Athletics also has a Head Coach and Assistant Coach Evaluation System with an observation and evaluation rubric.
See the Appendix for copies of all Evaluation Rubrics used in Beech Grove City Schools.

Superintendent's Evaluation:

The Board of School Trustees, on an annual basis, will evaluate the Superintendent of Schools.

Requirement: Rigorous Measures of Effectiveness, including observations and other performance indicators.

The NIET Learning and Teaching Rubric:

To measure teaching skills, knowledge, and responsibilities, TAP has defined a set of professional indicators required of all teachers. A comprehensive rubric has been developed to measure teachers' performance in each of those Indicators. The NIET Learning and Teaching is the backbone to TAP's Instructionally Focused Accountability element.

The NIET Learning and Teaching Rubric includes performance indicators that are listed with bulleted

descriptors and a rubric specifying three performance levels for measuring actual teacher performance. A teacher's lesson earns a score of 1, 2, 3, 4, or 5 for each indicator.

The Beech Grove Career Development Model includes a teacher career path component composed of Curriculum and Instructional Coordinators, Mentor teachers, and Career teachers. This career path distributes school and instructional leadership and creates different job expectations and responsibilities for different types of teachers. Curriculum and Instructional Coordinators have responsibilities and job expectations in addition to those of Career teachers. The same is true for Mentor teachers, but on a lesser scale than Master teachers. In addition, there are certain responsibilities for Career teachers within the Beech Grove Career Development Model. For this reason, Responsibilities performance standards were established for Curriculum and Instructional Coordinators, Mentor, and Career teachers to document areas and levels of effectiveness and provide benchmarks of performance.

Performance Standards

1. Designing and Planning Instruction
    a. Instructional Plans
    b. Student Work
    c. Assessment
2. Implementing Instruction
    a. Standards and Objectives
    b. Motivating Students
    c. Presenting Instructional Content
    d. Lesson Structure and Pacing
    e. Activities and Materials
    f. Questioning
    g. Academic Feedback
    h. Grouping Students
    i. Teacher Content Knowledge
    j. Teacher Knowledge of Students
    k. Thinking
    l. Problem Solving
3. The Learning Environment
    a. Expectations
    b. Managing Student Behavior
    c. Respectful Culture

Requirement: Annual performance evaluations for include a minimum of two observations

- Each teacher employed by Beech Grove City Schools will be observed 2 times during the 2023-2024 school year.
- For each observation, teachers are required to complete a self-evaluation.
- During SY 23-24, all observation cycles will be announced.
- Each observation window will be a minimum of 10 weeks.

Requirement:Annual performance evaluations for each certified employee

- Windows for the 2023-2024 School Year are :
    - Window 1 (Announced) - August 19, 2024 - December 6, 2024
    - Window 2 (Announced) - January 27, 2025 - May 9, 2025

- Evaluations are balanced across leadership team roles: Instructional Coach, Mentor Teacher, and Administrator.
- Building Level Administrators and/or District Administrators will serve as the administrator evaluator.
- Instructional Coaches will be evaluated in their classroom setting and in cluster meetings by Administrators, Mentor Teachers, and other Instructional Coaches (when applicable) within their building.
- All certified teaching staff including Special Education Teachers will be evaluated.
- Evaluations by administrators, Instructional Coaches, and Mentor Teachers are weighted equally. These weights are computed at the end of the year when final SKR scores are averaged.

Requirement: Only individuals who have received training and support in evaluation skills may evaluate certificated employees

The NIET Learning and Teaching Rubric and their 19 indicators are only intended for evaluations by the school's Instructional Leadership Team members (the school Administrator(s), Curriculum and Instructional Coordinators, and Mentor Teachers) who have successfully completed their initial TAP evaluator certification and annual recertification.

Requirement: Teachers acting as evaluators clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their job responsibilities.

The Instructional Leadership Team is composed of the school Administrator(s), Curriculum and Instructional Coordinators, and Mentor Teachers. The Instructional Coach and Mentor teacher positions in our schools provide teachers with leadership opportunities that may not have previously been available. These unique roles allow teachers to take part in a distributed instructional leadership model without entirely leaving the classroom. Instructional Coaches and Mentor teachers are hired through a competitive, rigorous, and performance-based selection process, which includes an interview with a school team. These teacher leaders come from within the school building or from outside schools or districts. The professionals in these roles meets statutory requirement as specified in Senate Enrolled Act 1, IC 20-28-11.5, which states:

> "Sec. 1. As used in this chapter, 'evaluator' means an individual who conducts a staff performance evaluation.
>
> The term includes a teacher who:
>
> (1) has clearly demonstrated a record of effective teaching over several years;
> (2) is approved by the principal as qualified to evaluate under the plan; and
> (3) conducts staff performance evaluations as a significant part of the teacher's responsibilities."

Instructional Coaches are required to have substantially more experience in curriculum development, professional development and mentoring than a traditional teacher. They must represent the "gold standard" in teaching and serve as a role model to all other instructional staff. Instructional Coaches have at least three years experience and a proven track record in increasing student achievement. Instructional Coaches must have contributed to their profession through activities such as conducting research, teaching at the higher education level, presenting at conferences, and receiving awards that recognize their educational talents. Finally, Instructional Coaches need to be excellent communicators with students and adults alike.

Mentor Teachers also play an essential role in the Beech Grove Career Development Model. In addition to helping create the academic achievement plan for the school, their role involves serving as a liaison between the Instructional Coach and Career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, all teachers have the opportunity to be mentored.

Instructional Coaches and Mentor teachers were selected in a consistent approach across the district of Beech Grove City Schools. Instructional Coaches and Mentor teaching positions were posted for each school building. Instructional Coaches and Mentor teacher candidates applied for the positions with the building principal. Mentor and Instructional Coaches teacher candidates were scored during their interviews using a rubric. Candidates were chosen based on those ratings.

Requirement: All evaluators receive training and support in evaluation skills

TAP makes a major investment in training and supporting its evaluators, recognizing the significant impact observations and feedback can have on classroom instruction and thus, student performance. TAP evaluators participate in rigorous and ongoing training.

TAP CORE Training:

There are nine days of required CORE training that all Instructional Leadership Team members must attend. There are five modules for TAP's CORE (Coalition of Reflective Educators) training as delivered by NIET and state TAP staff:

- The first, one-day module provides detailed explanation, research and practice of the four elements of the TAP System, Introduces
  participants to TAP cluster group professional growth activities, and introduces the TAP Teacher Performance-Based Compensation and Instructionally Focused Accountability Systems.
- In the second, two-day module, TAP school leaders learn how to use the TAP instructional rubrics (i.e., SKR standards) for evaluation and as professional growth tools to enhance teachers' instructional skills.
- The third, two-day module is an in-depth training on the two primary professional development components of TAP - the operations of an Instructional leadership team and the cluster group.
- During the fourth, two-day module in the TAP leadership team training series, TAP school leaders are prepared to become certified evaluators. Participants will further their skills in using the TAP rubrics to accurately analyze and rate classroom lessons and classroom environments, and learn how to plan for instructional conferences that reinforce and refine teacher skills in the area of implementing instruction and establishing productive classroom environments.
- The fifth, one-day module provides a framework for school leaders to develop and field test strategies through action research to target and address data-determined student skill deficits.

Upon completion of CORE training, participants must pass a test to become certified TAP evaluators, and they are required to renew this certification annually. These eight required days of training for all TAP Leadership Members provide TAP school leaders with the necessary foundation to effectively implement all four elements of the TAP System.

TAP Evaluator Certification and Re-Certification:

TAP CORE Training culminates in a TAP Evaluator Certification test, which all leadership team members must pass before being eligible to use the TAP rubrics to conduct teacher evaluations. TAP Leadership Team members are required to renew this certification annually. The test includes applying the TAP rubrics to a video lesson and answering questions about the lesson that is reviewed. TAP Leadership Team members must be re-certified annually through additional testing every year they serve in their role.

Ongoing Professional Development and Support Opportunities for TAP Evaluators

In addition to the introductory NIET trainings, ongoing school-level support is of critical importance as schools make the often-challenging changes to their structures as a result of TAP. TAP support and technical assistance is provided in a manner where districts and states currently implementing TAP contribute significantly to these efforts.

NIET Program Specialists:

NIET has developed and provides required formal training, as well as providing extensive training and support to the TAP state-based technical assistance teams, which in turn provide additional training to school-based TAP leadership teams. The training, support and oversight of the Indiana TAP staff by NIET create the capacity to effectively implement TAP. These positions receive regular technical assistance and training from NIET. This training and support is provided throughout the year using both formal and informal methods. Formal training includes one- or two-day workshops provided three to four times per year, as well as access to NIET staff, who provide answers to specific questions regarding implementation, coaching and school-level training. The state TAP team also plans regular professional development opportunities such as network meetings for TAP administrators and Instructional Coaches. Therefore, the state-level TAP team allows for an infrastructure for providing regular guidance to schools implementing TAP.

National NIET Conference:

The annual National NIET Conference provides the opportunity for states, districts and schools, as well as other stakeholders, to learn more about TAP, both Its elements and how to put them into practice. The goals of the conference are to promote collaboration and sharing of experiences among current TAP schools, to provide strategies to improve TAP implementation, to increase national awareness of TAP for people seeking to improve teacher quality and student achievement in their schools, and to provide training opportunities for current TAP teachers.

NIET Summer Institutes (TSI):

Each TSI Conference goal is to provide Intensive training for leadership team members, focusing on detailed elements of TAP. The focus of each TSI Is determined by needs identified at TAP schools nationwide. Participants use thoroughly developed examples that link the processes of TAP implementation to instructional practices, focusing on improved student achievement. Participants leave TSI with materials to take back to their schools and utilize in support of ongoing applied professional growth. Sessions are led by NIET staff, state-level TAP staff, as well as expert Instructional Coaches and Principals from effective TAP schools.

Educator Effectiveness Preparation and Support System - EE PASS:

All Indiana TAP schools have access to the EE PASS, a web-based training vehicle for providing additional guidance to TAP schools across the nation. The portal contains a library of videoed lessons

that have been scored using the NIET Learning and Teaching Rubrics. This will allow TAP evaluators to watch and score these videoed lessons as additional practice as they continue to develop their expertise and compare their scores to the national raters. The portal also contains training modules for each indicator on the NIET Learning and Teaching Rubrics to further enhance TAP evaluators' understanding of the evaluation process. A wealth of resources are available on the portal to support TAP implementation including training materials, documents, templates, classroom strategies, and research reports.

Additional TAP Support Resources:

NIET has developed support materials, primarily the TAP Implementation Manual and the TAP Evaluation and Compensation Guide, used in each TAP school to provide the frameworks for TAP implementation. These materials are distributed only to schools that have voted on and are formally implementing TAP. These support materials are utilized during TAP Leadership Team meetings to establish inter-rater reliability within each school and across the evaluation team.

Evaluation Feedback

Requirement: An explanation of evaluator's recommendations for improvement and the time in which it is expected;

Prior to announced observations, the evaluator conducts a pre-conference meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context. It is recommended that this pre-conference occur no more than 2 days before the lesson observation. All observations (announced and unannounced) must include post-conference meetings. After each classroom/lesson observation, the teacher being observed receives written and oral feedback from the individual evaluator via a post-conference meeting. This post-conference occurs no more than 2 days after the lesson observation. The post-conference between Instructional Coaches, Administrator, or Mentor teachers and the Career teacher is essential for reflection and growth. In the post-conference, the evaluator shares one "reinforcement" area from the NIET Learning and Teaching Rubrics to highlight the teacher's strengths, as well as one "refinement" area from the NIET Learning and Teaching Rubrics where the teacher has growth needs. TAP evaluators determine those areas by analyzing the evidence collected during the classroom observation. For both the identified reinforcement and refinement area, the evaluator presents the teacher with the evidence that was collected during the lesson observation to support why that area on the rubric was selected. For the refinement area, or area of need, the evaluator also provides the teacher with a specific model/suggestion for improvement. Asking reflective questions during the post-conference allows the evaluator to check for understanding and to guide the teacher toward growth. Observed teachers receive their lesson's scores on all 19 indicators on the NIET Learning and Teaching Rubrics during the post-conference.

Tying Evaluation Results to Professional Development:

Another essential element of the Beech Grove Evaluation Plan is ongoing, job-embedded professional development designed to support teachers in increasing their skills and effectiveness. All teachers receive frequent feedback on their instructional practice. In the Beech Grove Career Evaluation Plan, teachers receive regular feedback from Instructional Coaches, Administrators, and Mentor teachers whose job it is to support and develop their fellow colleagues. Individualized support sessions are conducted weekly, and additional assistance can be provided whenever a teacher is

struggling or is determined ineffective. The ongoing, job-embedded professional development in our schools is structured through cluster meetings, which occur once per week and functions as a focused, aligned, and purposeful professional learning community. During cluster meetings, the Instructional Coaches and mentor teachers provide demonstration (i.e. "model") lessons and coaching for Career teachers based on their instructional needs and the academic needs of the students. On a weekly basis, the cluster team analyzes collected student work and other data to see how the teaching strategy has translated into improved student outcomes. With oversight and support from the Instructional Coaches, Administrators, and Mentor teachers assist in leading cluster meetings. Career Teachers are held accountable by the Instructional Leadership Team for implementing the Ideas presented and discussed in cluster group meetings. To assist teachers in transferring the new learning back to their classroom, the Instructional Coaches, Administrators, and Mentor teachers provide support following every cluster meeting. (e.g., Observation/feedback, model teaching, demonstration lessons, and team-teaching following every cluster meeting and in individual teacher mentoring situations.) This direct instruction is designed to build instructional capacity among the faculty and provide students with high quality instruction. Furthermore, to directly tie the professional development to teacher evaluation results, the Instructional Coaches, Administrators, and Mentor teachers provide Career teachers with individualized support in their area of refinement determined by the evaluation process during the weekly cluster meetings. During this time, they assist the teacher in working on their identified refinement area and connecting it to the student or teacher strategy being taught in the cluster meeting. Through observations, modeling, coaching, and weekly professional "cluster group" meetings, the Instructional Coaches, Administrators, and Mentor teachers are able to support the development of all teachers' instructional skills. This type of observation, support, and feedback provides an iterative feedback loop that aids the principal and faculty In creating a system that can continuously Improve.

Instructional Coaches, working in conjunction with the principal and other Instructional Leadership Team members, analyze student data and create and institute an academic achievement plan for the school each year. Mentor teachers are actively involved in enhancing and supporting Career teachers' practice. Along with the leadership team, they analyze student data and help create the academic achievement plan. Through cluster meetings that focus on student data, Instructional Coaches, Administrators, and Mentor teachers identify common issues facing their schools. They research best practice strategies to address those issues and demonstrate those strategies in cluster meetings and in classrooms. When the Instructional Coaches and Mentor teachers observe teachers on their teams, they look for demonstration of the strategies addressed in cluster meetings.

Every school in the district holds weekly cluster team meetings. Cluster team meetings take place between 50-60 minutes per session. Instructional Leadership Team (ILT) members will lead the cluster team meeting. The agendas for cluster team meetings are developed during the Instructional leadership team meeting. Cluster Team meetings include the Instructional Coaches, a mentor teacher, career teachers, and a building administrator. There are some cluster meetings that take place during the week that do not have a mentor teacher or administrator in attendance. Cluster meetings follow the framework that TAP provides for effective cluster meetings: 1) Identify the problem or need, 2) Obtain new teacher learning aligned to student need and formatted for classroom application, 3) Develop new teacher learning with support in the classroom, 4) Apply new teacher learning to the classroom, 5) Evaluate the impact on student performance.

Tracking Data and Managing Documentation:
TAP provides state, district and school leaders with data and technology tools for real-time monitoring

of system implementation. Indiana's TAP schools manage their teacher observations using EE PASS. EE PASS creates reports summarizing teacher performance broken out at different levels: individual teachers, classroom, grade level, whole school, etc. Furthermore, the information that IDOE provides schools regarding teacher- and school-level student growth on ILearn is merged with the other data in EE PASS. All of this rich information helps to track teacher effectiveness and school performance over time. amounts each fall.

Requirement: Evaluation Plan must be in writing and explained prior to evaluations being conducted.

The evaluation plan was developed during a year long process where a team of teachers and administrators worked together to develop the Beech Grove Evaluation and Compensation Plan. This model will be reviewed yearly by the same committee. The Superintendent will discuss the Evaluation Plan with the Beech Grove Certified Teachers' Association before the Evaluation Plan is implemented. The plan will be explained to the Beech Grove Board of School Trustees on an annual basis during the school board meeting.

Requirement: A summative rating as Highly Effective, Effective, Improvement Necessary, or Ineffective

The summative ratings is generated by the process:

- When a teacher is evaluated according to the Skills, Knowledge and Responsibilities criteria, he or she is given an averaged performance rating for each evaluation based on the indicators in each of the four domains: 1. Planning, 2. Environment, 3. Instruction, 4. Responsibilities
- In each domain, performance is rated on a five-point scale, averaged and assigned a single score. Further, each domain is assigned a weight on which performance awards are based.
- Evaluation Weights: DOMAIN
    - Planning: 15% Career Teacher, 15% Mentor Teacher, 15% Instructional Coach
    - Environment: 5% Career Teacher, 5% Mentor Teacher, 5% Instructional Coach
    - Instruction: 75% Career Teacher, 60% Mentor Teacher, 40% Instructional Coach
    - Responsibilities: 5% Career Teacher, 20% Mentor Teacher, 40% Instructional Coach
- Evaluation Weights: EVALUATOR
    - For Career and Mentor Teachers:
        - Evaluator Type: Mentor, Weighting: 30%
        - Evaluator Type: Instructional Coach Weighting: 30%
        - Evaluator Type: Administrator, Weighting: 30%
        - Self-Evaluation: 10%
    - For Instructional Coach:
        - Evaluator Type: Mentor or Instructional Coach, Weighting: 30%
        - Evaluator Type: Administrator, Weighting: 30%
        - Self-Evaluation: 10%

Appeals Process

- Teachers may appeal scores on an evaluation where there is a two point or more difference between the observer and the self reflection scores. For example, if the teacher scored lesson structure and pacing as a 4 on their self reflection scores and the observer scored the same indicator as a 2, the teacher may appeal their score. A teacher may appeal scores on an evaluation where there is a one or more point difference between the observer and the self reflection scores only if the teacher is on a formal support and assistance plan with his or her principal.
- The teacher will need to submit a written request for an appeal of those specific indicators

where there is a two point difference to the principal within 10 school days from the post-conference. The entire appeal process should be completed within a 30 day timeframe.

- Once the principal has received the written request for the appeal, the teacher will be given 10 school days to put together and provide evidence for each of the indicator scores that are being appealed to the principal. The evidence that the teacher provides must be provided at the level of the score they gave themselves. For example, if the teacher is saying that they should have scored a 4 in PIC, the evidence should be provided at that level. The teacher may not have access to the observers script notes or evidence while putting together their own evidence. At the same time, the observer will need to submit their evidence to the principal for the appealed scores.
- Once the evidence is submitted to the principal within that 10 day window, the principal will put together an appeal committee to review the evidence from both the teacher and the observer for the specific indicators that are being appealed. Usually this appeal committee would include a building level administrator, another member of the ILT, and an external resource certified in using the rubric as an observer such as an ILT member from another school.
- The appeal committee should be put together, have reviewed the evidence, and shared their final decision with both the teacher and the evaluator within a 10 school day window.
- If the teacher is not satisfied with the appeal committee's decision at the building level, they have one more opportunity to appeal to the district level. The persons that they would appeal to would be any district administrators who are certified to score using the rubric. At that time, if an appeal is sent to the district level, one of those administrators would make a determination if there needed to be a district level appeal. If the district administrator decided that there did need to be a district level appeal because something at the school level was not done accurately, then the district administrator would review the evidence and submit a final decision to the teacher and originating ILT.
- After the district level, there is no further avenue for appeal. However, there is a 10 day window of opportunity in which either the ILT, the evaluator, and/or the teacher receive coaching on the rubric indicators in question to ensure thorough understanding of the descriptors and appropriate evidence for proficiency.

TSL GRANT PERFORMANCE BASED COMPENSATION

The goal of Performance Based Compensation is to recognize, reward, and incentivize strong performance in teaching as measured by observation and student growth data.

- Through the TSL Grant, teachers have the opportunity to earn performance-based compensation during the duration of the grant award.
- The grant budget currently allocates $2,500/teacher.
- Each school is given a budget for performance-based compensation based on this amount.
- This additional compensation sits on top of a teachers' annual salary (more like a "bonus" based on performance).
- Typically, PBC is paid out in the fall (August/September).

Overall Eligibility:

To be eligible to earn the portion of the award pool set aside for SKR, the criteria are as follows:

- Must have a minimum of 2 completed evaluations.
- Teachers who have been employed within the district for 120 days of the 2023-24 school year will be eligible for 100% of the award pool.
- Teachers who have been employed within the district for less than 120 days of the 2023-24 school year and are able to complete 2 observations within assigned observation windows will be eligible for 50% of the award pool.

- If a certified teacher retires from Beech Grove City Schools in the previous school year, they will receive any earned performance based compensation when the compensation is issued.
- If a certified teacher leaves Beech Grove City Schools for any reason other than retirement, they will not receive performance based compensation issued after separation, meaning teachers who are not employed within the district on or after the scheduled PBC Payout date will not receive the PBC payout amount.

Performance Based Compensation Baseline Metrics:
SKR: To be eligible to earn the portion of the award pool set aside for SKR, the minimum "thresholds" are as follows:

- Career teachers must earn a SKR score of no less than "3.0"
- Mentor teachers must earn a SKR score of no less than "3.5"
- Instructional Coach must earn a SKR score of no less than "4.0"
- Principals must earn a summative evaluation of no less than "4.0" from the Superintendent. Assistant Principals must earn a summative evaluation of no less than "3.5" from the building Principal.

Student Achievement/Growth:
To be eligible to earn the portion of the award pool set aside for those metrics, the minimum "thresholds" are as follows:

- School-wide student achievement/growth metric = "3"

Performance Based Compensation is Measured as Follows:

2023-24 School Year *Each school's award budget for PBC is split 50/50 between teacher evaluation scores and student achievement/growth scores.*	50% of the PBC is determined by the teacher's SKR score and 50% of the PBC is determined by a school-wide metric, the building letter grade. See assessments that will be used to determine the school-wide grade below. ● Grades PreK to 8 will use the Curriculum Associates benchmark formative assessment. ● Grades 9-12 will use the A-F Accountability letter grade assigned by the IDOE.
Future Grant Years	Measurement criteria will be determined based on feedback from the 2023-24 school year implementation.

Summative Score Alignment to Indiana Metric for Highly Effective, Effective, Improvement Necessary, and Ineffective Categories:

- Highly Effective: 4.0-5.0
- Effective: 3.00-3.99
- Improvement Necessary: 2.00-2.99
- Ineffective: 1.0-1.99

Negative Impact:
The building level administrator will establish a procedure to ensure that a student will not be instructed for two consecutive years by two consecutive teachers rated as Ineffective. This procedure will be established in consultation with the Superintendent. If there is a situation where it is unavoidable for a student to be instructed by consecutive teachers rated as Ineffective, the student's

parents will be notified prior to the start of the school year.

Calculation of Performance Based Compensation - EXAMPLE Reference: TEC Guide, Located on EEPASS

SKR Calculation
In the TEC guide on P. 32, the "pay ratio" is detailed.

SKR Score: Since our pool is $2,500, $1,250 is designated for the SKR category.

Example Scenario:
If we have a building with 20 career teachers, the total SKR pool is $25,000.

SKR Score	# of Teachers w/Score	Pay Ratio	Pay Ratio X # of Teachers Attaining
1	0	0	0
2	0	0	0
2.5	5	1	5
3	5	2	10
3.5	4	3	12
4	3	5	15
4.5	2	6	12
5	1	7	7
		TOTAL:	61

Total Award Pool Designate for SKR: $25,000
Sum (PayRatio X Number of Teachers Attaining Score: 61
Award amount at Pay Ratio = 1 (25,000/61): $410

Now knowing the Award Amount at Pay Ratio, the teachers in this simulation would earn:
SKR:
2.5 = 410 X 1 = $410
3 = 410 X 2 = $820
3.5 = 410 X 3 = $1,230
4 = 410 X 5 = $2,050
4.5 = 410 X 6 = $2,460
5 = 410 X 7 = $2,870

School-wide Value Added Score/Letter Grade Alignment Calculation

Letter grades align with scoring resulting in:
A=5
B=4,
C=3,
D=2
F=1

Here, Since our total pool is $2,500, $1,250 is designated for the category.

Value Added Score	Percent of Award
1 (F)	0%
2 (D)	0%

3 (C)	50%
4 (B)	75%
5 (A)	100%

Running the same hypothetical of a building with 20 career teachers:
Teacher payout for letter grade would equal:
F: $0
D: $0
C: $625 (50% of total $1,250)
B: $937.50 (75% of total $1,250)
A: $1,250 (100% of total $1,250)

Current **example** grades for our schools:
HP: B = $937.50
CES: B = $937.50
SGIS: A = $1,250
BGMS: C = $625
BGHS: D = $0

Requirement: A definition of negative impact on student growth for all certified staff
The Negative Impact Policy for Beech Grove City Schools is as follows:
Negative impact is when a teacher earns a culminating, end-of-the-year Skills, Knowledge, and Responsibilities (SKR) score of 1.0-1.99 which is rated as Ineffective in Beech Grove City Schools. The building level administrator will establish a procedure to ensure that a student will not be instructed for two consecutive years by two consecutive teachers rated as Ineffective. This procedure will be established in consultation with the Superintendent. If there is a situation where it is unavoidable for a student to be instructed by consecutive teachers rated as Ineffective, the student's parents will be notified prior to the start of the school year.

Requirement: A final summative rating modification if and when a teacher negatively impacts student growth.
Beech Grove City Schools will implement a process of educator intervention when the final summative ratings of that educator negatively affects student growth. Per IDOE guidance, a teacher who negatively impacts student achievement and growth cannot receive a rating of highly effective or effective. Teachers and administrators shall have an understanding of the definitions of negative impact on student learning at the beginning of the evaluation cycle. An educator intervention process will be implemented if the teacher is identified to have a negative impact on student learning. The teacher's rating will be adjusted if he or she is Indicated as being effective or highly effective and the teacher will be placed on an improvement plan.

Feedback and Remediation Plans

Requirement: All Evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation
All observations (announced and unannounced) must include post-conference meetings. After each classroom/ lesson observation, the teacher being observed receives written and/or oral feedback from the Individual evaluator in a post-conference meeting. It is recommended that this post-conference occurs no more than 2 days after the lesson observation. At the end of each school year and/or at the beginning of the next, administrators individually meet with teachers to discuss annual SKR scores and student achievement measures incorporated into each teacher's summative

rating.

Requirement: Remediation plans for teachers rated ineffective or improvement necessary
All teachers receive weekly classroom visits by Instructional Coaches, Administrators, or Mentor Teachers that can support the area of refinement determined by the evaluation process. Additional observations, coaching, and/or mentoring are provided for new and struggling teachers. Instructional Coaches and Mentor teachers also provide support to all teachers in their area of refinement during weekly cluster meetings and through the monitoring of each teacher's Individual Growth Plan (IGP).
If a teacher is rated in the category of Ineffective or Improvement Necessary, that teacher will work directly with the building Administrator via a defined Improvement Plan. The Administrator will define goals and expectations that are expected within the duration of the Improvement Plan. The Improvement Plan will identify support resources to assist the teacher with the development of identified areas of need. A timeline will be established for review of data by the teacher and the building Administrator. The Improvement Plan will be implemented for the duration of the time that a teacher is indicated as Ineffective or Improvement Necessary.

Requirement: Remediation plans include the use of employee's license renewal credit.
The Beech Grove City Schools district and/or building administrators will place educators on an Improvement Plan when it is deemed necessary. Goals will be correlated professional development interventions that are focused on as areas that have been identified as needing improvement. The employee Professional Growth Plan will be focused on these areas and interventions for professional development will assist with necessary improvement. PGP's will only be awarded when the focus of the growth opportunity is correlated to identified areas of the teacher's Improvement Plan.

Requirement: Means by which teachers rated as Ineffective can request a private conference with the Superintendent.
When a teacher is rated as Ineffective, he or she may request a private conference with the Superintendent. The teacher will contact the Secretary to the Superintendent, Stephanie Alford, to establish the date and time for the meeting.

Instruction Delivered by Teachers Rated as Ineffective

Requirement: The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as Ineffective.
When a teacher is rated as Ineffective in a situation where looping occurs, the teacher looping system that is in place will be changed. This model will need to be changed so that a teacher that has been rated Ineffective does not instruct the same students for two consecutive years. The building principals will ensure that students in grades K-6 are never placed in a homeroom class for two consecutive years with two teachers who have been rated as Ineffective. Building principals in Grades 7-12 will need to work with guidance counselors to ensure that student schedules do not include two consecutive years of instruction within subject areas by two teachers who have been rated Ineffective.

Requirement: The procedures established to communicate to parents when student assignment to teachers rated as ineffective is unavoidable.
Beech Grove City Schools will mail letters to parents of students who have been assigned to teachers rated as Ineffective when the scenario is unavoidable. These letters will include strategies that are being implemented for intervention as well as an avenue for communication if parents have concerns regarding teacher practices.

Appendix: Evaluation Tools

I. Certified: NIET (TAP) Teacher Evaluation Rubric

(Unable to Share due to Copyright)

II. Classified Evaluation Rubric:

Beech Grove City Schools
CLASSIFIED EMPLOYEE PERFORMANCE REVIEW

GENERAL INFORMATION	TYPE of REPORT:	❑ PROBATIONARY	❑ INTERIM	❑ ANNUAL	❑ INTERIM (6 month)

EMPLOYEE NAME	EMPLOYEE NUMBER	❑ SUPERVISOR ❑ NON-SUPERVISOR
Sam Schmit		
CLASS TITLE	CAMPUS	OFFICE
Guidance Administrative Assistant	BGHS	
SUPERVISOR NAME/TITLE	RATING PERIOD	
Ethan Harris/Assistant Principal	FROM July 2021 TO June 2022	

GENERAL INSTRUCTIONS

***Verify/complete General Information*. Indicate whether employee is a supervisor or non-supervisor.**

***Review with the employee the employee's job description, job standards* (expectations/objectives/duties) *for the rating cycle* to ensure the appraisal relates to the specific responsibilities, job assignments, and standards that were conveyed to the employee for the rating cycle.**

***Base the appraisal on the employee's performance during the entire review period*, not isolated incidents or performance prior to the current review period. Obtain/review necessary input and supporting data.**

***Rate* each factor in relation to the standards established and the guidelines listed on the form for each rating.**

***Provide an overall rating* based on the rating of the individual factors, adherence to significant performance standards, and accomplishment of essential functions. Each factor need not be of equal weight but comments should justify significant differences impacting on the overall rating.**

***Assess employee strengths and identify opportunities where the employee could improve or requires additional knowledge or skill.* Include projected development needs to meet anticipated assignments during the next rating period. Obtain employee input regarding their training needs. When rating employees, consider their participation and willingness to participate in employee development opportunities.**

The *comments sections* should be used to: support performance ratings, indicate problem areas and provide guidance to employees on how to improve performance. *Comments MUST be provided for outstanding, needs improvement, and unsatisfactory* ratings, and are highly recommended for all other ratings. Supervisor, reviewing officer, and employee comments are to be relevant and job related. ***(Additional comments for any sections should be placed on Page 5 of this form if completing form electronically or by attaching additional 8 1/2 by 11 paper in similar format.)***

***Discuss/obtain comments and signature/date* of reviewing officer before discussion with employee.**

***Sign/date the form, meet with employee to discuss the rating,* and obtain the employee's signature/date/comments. Arrange for reviewing officer discussion if requested.**

Update* with the employee the job description, essential job functions, and performance standards/objectives for the *next rating cycle.

EMPLOYEE NAME:	EMPLOYEE NUMBER:
Sharnita Thomas	

COMMUNICATION OF PERFORMANCE STANDARDS

Indicate when you conveyed job standards to the employee and when progress review(s) was conducted:

1. **Performance standards (objectives, duties, expectations, etc.) for this rating period were conveyed to employee on: annually, during Fall, Winter & Spring S2S meetings.**

2. **Progress Review(s) was conducted on: annually, during Fall, Winter & Spring S2S meetings.**

JOB FACTORS

1. JOB KNOWLEDGE/SKILLS Measures employee's demonstrated job relevant knowledge and essential skills, such as work practices, policies, procedures, resources, laws, customer service, and technical information, as well as the relationship of work to the organization's mission. Also measured are the employee's self-improvement efforts to enhance skills and knowledge and to stay current with changes impacting the job.

OUTSTANDING ❑	COMMENDABLE ❑	SATISFACTORY ❑	NEEDS IMPROVEMENT ❑	UNSATISFACTORY ❑
• Possesses superior job skills and knowledge; effectively applies them to work assignments. • Willingly mentors staff; shares knowledge. • Seeks/applies innovative and relevant techniques.	• Work reflects thorough and current knowledge/skill of job and impact on agency activities/related resources. • Uses opportunities to expand knowledge/skills, sharing information with staff.	• Work reflects adequate knowledge/skills for job. • Has some knowledge of related work. • Stays current with major changes impacting on knowledge or skill. Accepts change.	• Often demonstrates a lack of basic or sufficient job knowledge/skills to perform routine functions of the job. • Occasionally is resistant to changing knowledge and/or skill requirements or processes, including opportunities for knowledge/skill enhancement.	• Consistently demonstrates a lack of basic job knowledge and/or skills to perform job. • Rarely takes advantage of available skill enhancement or training opportunities. • Often is resistant to changing requirements.

Comments:

2. WORK RESULTS Measures employee's results in meeting established objectives/expectations/standards of quality, quantity, customer service, and timeliness both individually and in a team.

OUTSTANDING ❑	COMMENDABLE ❑	SATISFACTORY ❑	NEEDS IMPROVEMENT ❑	UNSATISFACTORY ❑
• Work consistently exceeds expectations of quality, quantity, customer service, and timeliness.	• Work frequently exceeds expected quality, quantity, customer service, and timeliness standards.	• Work usually meets expectations of quality, quantity, customer service, and timeliness.	• Often has difficulty meeting expected quality, quantity, customer service, and/or timeliness standards.	• Consistently fails to meet expected quality, quantity, customer service, and/or timeliness standards.

Comments:

3. COMMUNICATIONS Measures employee's performance in exchanging information with others in an effective, timely, clear, concise, logical, and organized manner. Communications include listening, speaking, writing, presenting, and sharing of information. Consideration is given to client/data complexity/sensitivity.

OUTSTANDING ❑	COMMENDABLE ❑	SATISFACTORY ❑	NEEDS IMPROVEMENT ❑	UNSATISFACTORY ❑
• Consistently communicates in clear, effective, timely, concise, and organized manner. • Is articulate and persuasive in presenting, soliciting complex or sensitive data.	• Frequently communicates in an effective, timely, clear, concise, and organized manner. • Proficiently organizes and presents difficult facts and ideas orally and in writing. • Seeks/provides feedback.	• Usually communicates effectively and exchanges relevant information in a timely manner. • Speaks and writes clearly. • Keeps others informed. • Listens with understanding.	• Often fails to communicate effectively or in a timely manner. • Lacks clarity of expression orally or in writing. • Is inconsistent in keeping others informed. • At times, fails to listen effectively.	• Consistently fails to communicate effectively or timely. • Often does not keep others informed. • Is an ineffective listener and/or frequently interrupts.

Comments:

4. INITIATIVE/PROBLEM SOLVING Measures the extent to which the employee is self-directed, resourceful, and creative in performing job duties individually or in a team. Also measures employee's performance in identifying and resolving problems; following through on assignments; and initiating or modifying ideas, methods, or procedures to provide improved customer service, redesign business processes, and accomplish duties.

OUTSTANDING ❑	COMMENDABLE ❑	SATISFACTORY ❑	NEEDS IMPROVEMENT ❑	UNSATISFACTORY ❑
• Consistently resolves unit/team problems and promotes improvements. • Maximizes resources, innovation/technology to streamline/improve. • Analyzes full dimension of complex problems. • Requires minimal supervision.	• Prevents/resolves unit/team problems. • Suggests innovations to improve operations or streamline procedures. • Defines and analyzes complex problems. • Develops/implements solutions with moderate supervision.	• Addresses existing and significant potential problems. • Suggests or assists in developing solutions individually or in a team. • Carries through solution implementation with routine supervision or follow-up.	• Resolves routine problems. • Exhibits little initiative in identifying problems, solutions, or improvements and/or working proactively as part of a team to address issues of concern. • Requires more than routine supervision.	• Consistently fails to recognize or seek help in resolving routine problems. • Demonstrates inability to work individually or in a team. • Rarely suggests improvements. • Requires frequent reminders and supervision.

Comments:

5. INTERPERSONAL RELATIONS/EQUAL EMPLOYMENT OPPORTUNITY (EEO) Measures employee's development and maintenance of positive and constructive internal/external relationships. Consideration should be given to the employee's demonstrated willingness to function as a team player, give and receive constructive criticism, accept supervision, resolve conflicts, recognize needs and sensitivities of others, and treat others in a fair and equitable manner. Supervisors and team leaders also are to be assessed on their demonstrated commitment to Equal Employment Opportunity, diversity, and proactive actions to prevent/address all forms of discrimination.

OUTSTANDING ❑	COMMENDABLE ❑	SATISFACTORY ❑	NEEDS IMPROVEMENT ❑	UNSATISFACTORY ❑
• Consistently promotes and maintains a harmonious/productive work environment. • Is respected and trusted and often viewed as a role model. • Actively promotes EEO/diversity programs.	• Frequently fosters teamwork, cooperation, and positive work relationships. • Handles conflict constructively. • Promotes and adheres to EEO/diversity program requirements.	• Usually interacts in a cooperative manner. • Avoids disruptive behavior. • Deals with conflict, frustration appropriately. Treats others equitably. • Adheres to EEO/diversity program requirements.	• Often has difficulty getting along with others. • Allows personal bias to affect job relationships. • Requires reminders regarding needs and sensitivities of others. • Inconsistently adheres to EEO/diversity program requirements.	• Interpersonal relationships are counter-productive to work unit or team functions. • Often ignores EEO/diversity program requirements.

Comments:

6. WORK HABITS Measures employee's performance relative to efficient methods of operation, customer service, proper conduct, speech, ethical behavior, and Commonwealth/agency/work unit policies and procedures, such as attendance, punctuality, safety, security, proper care and maintenance of assigned equipment, and economical use of supplies.

OUTSTANDING ❑	COMMENDABLE ❑	SATISFACTORY ❑	NEEDS IMPROVEMENT ❑	UNSATISFACTORY ❑
• Work reflects maximum innovative use of time and resources to consistently surpass expectations and improve operations. • Serves as role model with regard to work	• Frequently plans/organizes work to timely and effectively accomplish job duties with appropriate use of resources. • Suggests/implements improvements and	• Work is planned to meet routine volume and timeliness and usually fulfills operational and customer service needs.	• Frequently lacks organization and planning of work and does not adequately use available resources. • Often does not meet standards in complying with work policies/safety rules and/or care of equipment.	• Consistently fails to meet expected standards due to lack of effective organization, use of equipment/resources, or inattention to customer service needs.

policies and safety standards.	exceeds organizational work/safety rules and standards.	• Adheres to organizational work policies/safety rules and procedures with few exceptions.		• Resists established work policies/safety rules and procedures.

Comments:

7. **SUPERVISION/MANAGEMENT** (Required for all supervisors/managers) Measures leadership, judgment, initiative, and achievement of expectations. Effectively manages program/projects, employees, budget, technology, and organizational change to produce positive results. Engages in strategic planning and measurement, performance management, teamwork, staff development, and recognition of accomplishments. Promotes customer service, diversity, inclusiveness, collaboration, effective communication, and positive labor/management relations. Uses innovation and fulfills administrative requirements.

OUTSTANDING ❑	COMMENDABLE ❑	SATISFACTORY ❑	NEEDS IMPROVEMENT ❑	UNSATISFACTORY ❑
• Regularly exceeds expectations. Implements innovative policies, resources, and technology to maximize efficiency and service. • Committed to and promotes excellence; leads by example energizing performance and teamwork. • Uses and encourages creative decisions and solutions. Acts as positive change agent.	• Meets and frequently exceeds expectations. • Improves efficiency and customer service. • Provides staff with innovative and constructive direction, delegation, feedback, mentoring, and recognition. • Adheres to performance management/administrative policies. • Makes sound decisions. • Promotes and maintains teamwork, inclusiveness, respect, and creativity.	• Meets most expectations timely and effectively. • Maintains acceptable efficiency and customer service. • Provides staff necessary direction, feedback, development, and recognition. • Makes decisions that usually reflect sound judgment. • Usually adheres to administrative policies. • Encourages innovation, teamwork, and inclusiveness.	• Often fails to meet expectations timely and effectively. • Efficiency and customer service occasionally falls below standards. • Inadequately directs, trains, monitors, and recognizes staff. • Inadequately fulfills administrative and performance management functions. • Often lacks good judgment in decisions. • Lacks leadership in promoting innovation, teamwork, and inclusiveness.	• Consistently fails to meet expectations timely or effectively. • Delivers unacceptable customer service or operational efficiency. • Disregards or ineffectively provides staff direction, monitoring, and development. • Often ignores performance management or administrative policies. • Is indecisive or lacks good judgment. • Resists change.

Comments:

OVERALL RATING

INSTRUCTIONS: Provide an overall rating based on the rating of the individual factors, adherence to significant performance standards, and accomplishment of essential functions. This rating provides an overall impression of job performance that is *supported* by the job factor ratings, not necessarily an *average* of those ratings. Thus, each factor need not be of equal weight but comments should justify significant differences impacting on the overall rating.

OUTSTANDING ❑	COMMENDABLE ❑	SATISFACTORY ❑	NEEDS IMPROVEMENT ❑	UNSATISFACTORY ❑
Employee consistently and significantly exceeds job expectations and standards and demonstrates a high degree of initiative, customer service, and quality of work.	Employee meets and frequently exceeds job expectations and standards and demonstrates a high degree of initiative, customer service, and quality of work.	Employee meets the expectations and standards of the employee's job in a fully adequate way.	Employee meets many of the expectations of the job in a satisfactory manner but often fails to adequately meet some of the expectations or standards. Improvement is required.	Employee fails to meet many job expectations and standards. Performance deficiencies must be corrected.

Overall Comments:

EMPLOYEE STRENGTHS: (Identify strong attributes, abilities, or proficiency in an area, to maximize the employee's contribution to the organization in utilizing these abilities and skills and to identify potential mentor relationships.) Comments:
Tracie is an irreplaceable asset for BGHS.

OPPORTUNITIES FOR DEVELOPMENT: (Identify knowledge, skills, and abilities that may need improvement. Address developmental activities to assist the employee in addressing either areas of concern or opportunities for professional growth.) Comments:

Rater's Signature:

Date:

REVIEWER'S COMMENTS

Reviewer's Signature:	**Date:**

EMPLOYEE'S COMMENTS

- ❑ **I AGREE WITH THIS RATING**
- ❑ **I DISAGREE WITH THIS RATING**

- ❑ **I WOULD LIKE TO DISCUSS THIS RATING WITH MY REVIEWING OFFICER**
  Discussion with my reviewing officer occurred: (date) _____

- ❑ **I ACKNOWLEDGE THAT I HAVE READ THIS REPORT AND I HAVE BEEN GIVEN AN OPPORTUNITY TO DISCUSS IT WITH THE EVALUATOR; MY SIGNATURE DOES NOT NECESSARILY MEAN THAT I AGREE WITH THE REPORT.**

Employee's Signature:	**Date:**

III. **Superintendent Evaluation:**

Indiana Superintendent Evaluation Rubric and Goals Score Sheet

1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	☐	☐	☐	☐	
1.2	☐	☐	☐	☐	
1.3	☐	☐	☐	☐	
1.4	☐	☐	☐	☐	
1.5	☐	☐	☐	☐	
Score					

2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	☐	☐	☐	☐	
2.2	☐	☐	☐	☐	
2.3	☐	☐	☐	☐	
Score					

3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	☐	☐	☐	☐	
3.2	☐	☐	☐	☐	
Score					

4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	☐	☐	☐	☐	
4.2	☐	☐	☐	☐	
4.3	☐	☐	☐	☐	
4.4	☐	☐	☐	☐	
4.5	☐	☐	☐	☐	
4.6	☐	☐	☐	☐	
Score					

5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	☐	☐	☐	☐	
5.2	☐	☐	☐	☐	
5.3	☐	☐	☐	☐	
5.4	☐	☐	☐	☐	
Score					

6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	☐	☐	☐	☐	
6.2	☐	☐	☐	☐	
6.3	☐	☐	☐	☐	
6.4	☐	☐	☐	☐	
6.5	☐	☐	☐	☐	
Total					

Superintendents Goals/Objectives

Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	☐	☐	☐	☐	
2	☐	☐	☐	☐	
3	☐	☐	☐	☐	
4	☐	☐	☐	☐	
5	☐	☐	☐	☐	
6	☐	☐	☐	☐	

Evaluator's Name or #_____