



**Title I – 1003(g) School Improvement Grant
2014-2015 School Year
Renewal Application - *Transformation Model***

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	EVSC	Corp #	7995
School	McGary Middle School	School #	8339
Superintendent Name	David B. Smith, Ed D.	Email	David.Smith@evsc.k12.in.us
Title I Administrator Name	Larry Bass	Email	Larry.Bass@evsc.k12.in.us
Principal	Tammy Dexter	Email	Tammy.Dexter@evsc.k12.in.us
Mailing Address	951 Walnut Street	City	Evansville
		Zip Code	47713
Telephone	(812) 435-8459	Fax	(812) 435-8358
Year 3 Funding	\$1,094,672.00		

Part 2: LEA and School Assurances and Waivers

Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE); therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

School Improvement Grant (SIG) 1003(g)

The grantee LEA's designees must sign and return a copy of the following assurances as in order to participate in the 1003(g) SIG program.

The grantee will use its School Improvement Grant to implement fully and effectively one of the following interventions in each of its Tier I and Tier II schools identified on the LEA grant application: (A) Turnaround Model;

(B) Closure Model; (C) Transformation Model; (D) Restart Model. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

The grantee will establish annual goals approved by the IDOE for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor and hold accountable each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the IDOE) to hold accountable its Tier III schools that receive school improvement funds.

The grantee will report to the IDOE all applicable school-level data that is required under Section III of the final requirements.

- Number of minutes in Math and Reading in the instructional day or school day;
- Student participation rate on State assessments in reading/language arts and in mathematics;
- Student attendance rate;
- Teacher attendance rate;
- Combined suspension/expulsion rate;
- Minutes of job-embedded PD/week;
- Distribution of teachers by performance level on an LEA's teacher evaluation system;
- For Both Math and English/Language Arts Each:
 - Percent of students passing ISTEP, by grade level;
 - Percent of Bottom 25% demonstrating high growth (4-8);
 - Percent of all students showing low growth; and
 - Average scale score, by grade level;
- Percent of students at or above proficient on ISTEP on both Math and E/LA; and
- Percent of students achieving proficiency on IREAD (spring test only).
- For Both English 10 and Algebra I ECA:
 - 10th grade cohort pass rate;
 - 8th grade (ISTEP) to 10th grade (ECA) improvement;
 - Percent of re-testers which pass by 12th grade; and
 - Average scale score, by grade level.
- Non-waiver graduation rate; and
- Percent of graduating cohort to receive college and career readiness standard.

IDOE will make grant renewal decisions based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- *Leading Indicators*— Elementary and middle schools must meet 4 of 7 applicable leading indicator goals; schools containing a high school must meet 6 of 9 leading indicator goals.
- *Achievement Indicators*— Schools in year one of the grant must also meet 70% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also

meet 80% of the achievement indicators including yearly achievement goals in the 1003g SIG application. Schools which administer both the ISTEP+ and ECA assessments will be measured by student performance on all applicable achievement indicators combined.

Failure to submit required data to the IDOE by set deadlines may result in a delay of funds.

State Assurances

LEAs will establish an LEA-based School Improvement Officer or School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Priority School to be served by the approved application and for coordinating with the SEA.

LEAs that commit to serve one or more Priority Schools that do not receive Title I, Part A funds to ensure that each of those schools receive all of the State and local funds it would have received in the absence of the School Improvement Grant funds. Further, LEAs cannot use School Improvement Grant (SIG) funds to support district-level activities for schools that are not receiving SIG funds.

Grantee agrees future funding opportunities may be hindered if per this or any grant opportunity/contract with IDOE have not been met and/or reports are not submitted in a timely fashion.

Changes

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the IDOE grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the IDOE.

Termination

The IDOE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the IDOE shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The IDOE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the IDOE and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

The IDOE may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made, or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the IDOE or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the IDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the IDOE

authorizes their earlier disposition. Grantee agrees to refund to the IDOE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Indiana.

Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

Copyrights

The grantee (i) agrees that the IDOE shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the IDOE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

Assignment

Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the IDOE. Any attempted assignment without said consent shall be void and of no effect.

Availability of Funds

It is expressly understood and agreed that the obligation of the IDOE to proceed under this agreement is conditioned upon the appropriation of funds by the Indiana State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Indiana to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to IDOE, the IDOE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to IDOE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

Superintendent Signature: J. B. Long Date: 6/24/14
Title I Administrator Signature: Jenny K. Bass Date: 6/27/14
Principal Signature: Jammy Dexter Date: 6-25-14

Part 3: Leading and Achievement Indicators

Complete the table below regarding key areas of student learning indicators. Include your beginning data (start of grant – what was in your application), your 2013-2014 data, and your original goal (what was in your application).

Elementary/Middle School Model

		Indicator	Beginning	2013-2014	Goal
		Leading Indicators (Must meet at least 4 of 7 to be renewed)	Minutes in Math and Reading per day	Math: 80 E/LA: 80	Math: 80 E/LA: 80
	Student participation rate	100%	TBD <i>(iMAST not yet available)</i>	98.5%	98.5%
	Student attendance rate	98%	97.2%	98%	98%
	Teacher attendance rate	95.1%	96%	96%	96%
	Suspension/Expulsion Rate	34.3%	24.1%	30%	30%
	Minutes of Job Embedded PD/Week	130	130	130	130
	Distribution of teachers by performance level	E: 0 P: 7 D: 14 U: 0	<i>Final Summative Evaluation Scores pending receipt of state assessment performance/growth data.</i>	E: 2 P: 10 D: 12 U: 0	E: 2 P: 10 D: 12 U: 0
		Indicator	Beginning	2013-2014	Goal
		Achievement Indicators (Year 1: Must meet 70% of Achievement Indicators) (Year 2: Must meet 80% of Achievement Indicators)	Percent of Students Passing ISTEP+ (3-8)	6 th : 46.8% 7 th : 45.9% 8 th : 52.3%	6 th : 71% 7 th : 59% 8 th : 66%
	Math ISTEP+	% of Bottom 25% demonstrating High Growth (4-8)	39.1%	TBD	44.9%
		% of Students demonstrating Low Growth	39.8%	TBD	32.9%
		Average scale score	6 th : 477.08 7 th : 506.32 8 th : 528.60	6 th : 517.1 7 th : 530.0 8 th : 557.4	6 th : 487 7 th : 511 8 th : 537
	E/LA ISTEP+	Percent of Students Passing ISTEP+ (3-8)	6 th : 43.2% 7 th : 45.8% 8 th : 48.8%	6 th : 45% 7 th : 48% 8 th : 46%	6 th : 47.2% 7 th : 49.8% 8 th : 52.8%
		% of Bottom 25% demonstrating High Growth (4-8)	28.9%	TBD	42.5%
		% of Students Demonstrating Low Growth	48.0%	TBD	32.9%
		Average scale score	6 th : 473.14 7 th : 495.65 8 th : 495.83	6 th : 466.7 7 th : 499.6 8 th : 505.4	6 th : 478 7 th : 501 8 th : 508
		Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	38.3%	47%	44.3%
		Percent of students proficient on IREAD(Spring Test Only) (3)	N/A	N/A	N/A

Part 4: Implementation

IDOE has provided renewal requests based on site visits and original application information. Provide the requested documentation along with a narrative in the appropriate column.

Indicator	Required Renewal Requests	School Documentation and Narrative
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> • <i>No additional information needed for renewal</i> 	<i>No additional information needed for renewal</i>
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> • Provide documentation of new evaluation system for 2014-2015 school year. • Provide Evaluation Schedule for 2014-2015 school year. 	<ul style="list-style-type: none"> • Beginning in the 2014-2015 school year, McGary will further evolve its evaluation practices and gain even more flexibility with the evaluation schedule and ability to further differentiate and drive their own professional development by switching to the New EVSC Evaluation Model, which is fully aligned to statutory guidelines. The principal will utilize iObservation to design their own evaluation schedule based on needs of staff, conduct and monitor evaluation results, and increase access to instructional resources aligned to the evaluation rubric/needs determined. <ul style="list-style-type: none"> ○ <i>See attached Teacher, Principal, and Assistant Principal rubrics. Similar rubrics have been created for Instructional Coaches, School Psychologists, Counselors, and other specialist positions as well.</i> • In IDOE's 2013 external evaluation of the SIG model, indicator 2 was deemed "completed" by Praxis as a result of McGary's full implementation of the TAP system. In fact, McGary has served as a leader in their early adoption of more comprehensive evaluation practices—which has informed the development of entire district's new evaluation system. • <i>Instructionally Focused Accountability.</i> Currently multiple measures of teacher effectiveness are considered to promote teacher accountability. Career teachers are observed several times during the year by trained observers (principals, Master and Mentor teachers), and also evaluated individually and collectively based on student learning growth.

Implementation

- **Multiple planned and unannounced observations.** An evaluator will observe teachers annually at recommended intervals (IC 20-29-2-4) and the minimum number of observations is based on the lane designation (Comprehensive or Reflective). The principal/evaluator will determine and communicate the observation lane to each member of his or her teaching staff within the first 10 teaching days or prior to the first observation as they design their own evaluation schedule (available Fall 2014), which will be designed with even more intensive follow up and support based on needs determined. A **Comprehensive** lane designation ensures that the teacher will be formally observed a minimum of three times. A **Reflective** lane designation ensures a minimum of two formal observations. The evaluator communicates the process expectations, feedback cycles, and timelines with the teacher.

Lane	First Semester	Second Semester
Comprehensive	Minimum 2 Extended	Minimum 1 Short
Reflective	Minimum 1 Short	Minimum 1 Short

- The EVSC Teacher Evaluation instrument is a 5-point rubric used to evaluate teacher performance on twenty-one competencies within four domains.
 - Domain 1: Instructional Design and Assessment*
 - Domain 2: Instructional Delivery*
 - Domain 3: Learning Environment*
 - Domain 4: Collaboration and Professional Responsibilities*
 - *Note: The new evaluation rubric will be similarly structured to what has worked well with TAP, which will further enable a seamless transition for current TAP schools like McGary.*
- **Effectiveness Data.** Per IC 20-28-11.5, in addition to observations and artifacts, the teacher's final summative rating will include objective measures of student achievement and growth which will be determined by statewide assessment performance and locally developed pre- and post-course assessments aligned to state standards.

	<p>3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who after professional development, have not.</p>	<ul style="list-style-type: none"> • Provide documentation for how rewards are determined - using tools and rubrics that are data driven and reflect an increase in student achievement. • Provide process for assisting teachers who are not improving and for removing teachers when they continue to not improve student growth. 	<ul style="list-style-type: none"> • See indicator 2. • TAP's performance-based compensation model has been in place at McGary. • With the current collective bargaining agreement expiring on June 30, 2014, the new agreement will be aligned to statute and include salary, wages, and salary- and wage-related benefits. This serves as a catalyst for the district to implement a new performance-based compensation (PBC) system. This model, still subject to bargaining, will go one step further than typical PBC models and also reward staff who commit to Priority schools. This will be an additional lever for McGary's principal to utilize in recruiting and retaining highly effective staff for the school. This PBC system will be made available to IDOE once finalized. • Master and Mentor teachers have earned additional compensation based on their added responsibility and authority, as well as their longer contract period. This will continue at McGary, though the model is driven at the school instead of by TAP—giving increased flexibility. • Teachers who are rated in the lowest two categories of performance will be required to develop a plan for performance improvement with ongoing support, professional development, and monitoring that lasts no more than 90 school days (removal follows state law). • Classroom mini grants and retention bonuses (per evaluation scores) will remain in place during the 14-15 school year to support the principal's ability to recruit and retain highly effective staff. • In a letter dated March 18, 2014: ETA President Mark Lichtenberg assured to IDOE that "ETA supports these SIG applications at the highest level, supporting all components of the Transformation and Turnaround Models. ETA has worked collaboratively with the EVSC to be a proactive leader when it comes to systemic school improvement efforts and
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			<p>will continue to work with EVSC as we continue to serve collaboratively on the leading edge of drastic school improvement efforts."</p>
	<p>4. Provide high quality, job-embedded professional development.</p>	<ul style="list-style-type: none"> • Provide PD Schedule and PD implementation plan for 2014-2015 school year. • Provide coaching plan for 2014-2015 school year. 	<ul style="list-style-type: none"> • Individual Post-conferences are conducted following observations. During these sessions, teachers are provided with reinforcement and suggestions for strengthening instructional practice. • Instructional walkthroughs will continue to be conducted to provide even shorter-cycle feedback in smaller intervals. • Differentiation of professional development will be planned out and occur very intentionally. The administrative team will meet to monitor the success of SIP strategies and assess walkthrough data to inform differentiated PD opportunities for teachers based on evidenced needs. • Master and Mentor Teachers will continue to provide timely and differentiated professional development. McGary's Principal has strategically hired Mentor Teachers for both ELA and Math who will teach half-time and coach half-time. McGary will also provide a full-time Master Teacher. • Professional Learning Communities will be teacher/team-led, though supported by the Master Teacher, principal, and OTS team as necessary. • See attached PD calendar (Initial iteration – not reflective of the continuous/daily embedded coaching support that will take place nor schedule of differentiated support for staff that will be developed by the leadership team.) • Staff will be consistently supported and developed to ensure that daily procedures in classrooms are implemented and successful. The Administrative Team will communicate these expectations regularly and coaches will model, as necessary. • The EVSC has a Professional Development Website/Calendar for the entire district, which organizes all Professional Development offerings, tracks attendance and completion towards license renewal credits. In addition, the new digital teacher

		effectiveness/evaluation tool, iObservation , which will be implemented districtwide 2014-15 offers teachers on demand digital professional development as well as a means to track/document professional growth and development.
5. Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time).	<ul style="list-style-type: none"> • <i>No additional information needed for renewal.</i> 	<i>No additional information needed for renewal</i>
6. Provide increased learning time for students and staff.	<p>Students</p> <ul style="list-style-type: none"> • Provide extended learning schedule for students for 2014-2015 school year. Plan should be intentional; provide significant amount of increased learning time; and have a way in which to measure outcomes. • Provide information on how students will be invited and informed of extended learning opportunities. • Provide documentation regarding minutes/schedule – how has daily schedule 	<ul style="list-style-type: none"> • See attached school calendar for 2014-2015 (including regular EVSC calendar for comparison). • See attached Student Extended Learning sheet. Students will have extended learning opportunities through After School programming, Core Experience trips, Twilight alternative learning program in lieu of out of school suspension, and Flex remediation/enrichment time. Students and families are invited to extended learning opportunities through personal conversations, social media, phone calls, ConnectEd messages, flyers, handouts, the school website, and other means. • See attached PD calendar. Teachers will have daily individual planning time as well as daily PLC time within their contracted day. One PLC time per week (noted on calendar) will be Professional Development topics presented by the Master Teacher.

		<p>and/or calendar changed since being part of SIG.</p> <p>Staff</p> <ul style="list-style-type: none"> • Provide schedule of planning time, PLC time, and any other Professional Development planned. 	
	<p>7. Use data to implement an aligned instructional program.</p>	<ul style="list-style-type: none"> • Provide documentation regarding implementation of comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring. 	<ul style="list-style-type: none"> • Based on data from ISTEP, Acuity, AimsWeb, Achieve3000, common assessments, and student work, McGary will continue working to differentiate instruction within Tier I. They will also continue to implement their Flex period, which enables them to provide remediation by student, by standard. • McGary will also continue to provide weekly Professional Development that is determined by formative data gathered by instructional leaders during observations and walkthroughs. • EVSC's Transformation Zone has very robust performance monitoring processes in place for its schools, including TZ-Wide Data Dashboards, OTS Checkpoints with school leadership teams based on school improvement planning and performance monitoring for implementation, short- and mid-term metrics, and also contracts with third party evaluators for additional services and support. In Spring 2014 monitoring from IDOE, feedback was shared with the Office of Transformational Support that its data dashboard is very "inclusive and detailed" and "seems very effective." School-based monitoring sessions, IDOE reported in Fall 2013 that the lead Lead Partner (OTS) and Mass Insight supporting partner were a "HUGE help to [McGary] school" and also reported "Lead Partner in Place" at McGary during Spring 2014 monitoring. • EVSC also leads performance management sessions for all schools twice a year.

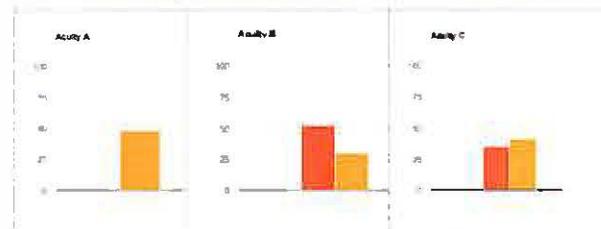
- In IDOE's External Evaluation report in 2013, the report stated, "McGary has made solid progress and is on track toward achieving all of its school improvement goals. Its progress can be attributed to a data-driven and best practice approach that is being advanced at the building leadership level with strong support and added coordination from the District. Transformation Team (OTS) members and building leaders have discretion to make changes, apply additional resources to resolve problems and intensify support where it is needed to realize school goals."
- The OTS is working with IDOE, who has asked to replicate the best practices observed in these data-driven tools/systems during monitoring to utilize in other schools/districts across the state.

8. Promote the use of data to inform and differentiate instruction.

- Provide documentation of instructional monitoring system which will be used in 2014-2015 school year – this may include data meeting schedules, data goals, list of data points to be used, etc.

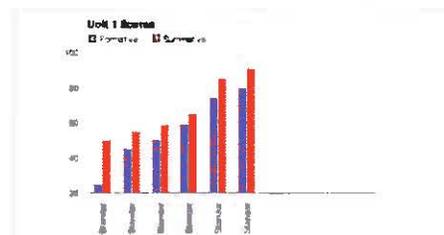
- See attached PD calendar.
- McGary will continue to hold individual staff conferences to discuss student data trackers are being effectively implemented in a way that supports greater understanding of individual students learning needs

Acuity Math Performance Summary					
Student Data	My Class	McGary	Percent Performance Points Pass (2013)	Class High	Typical Level
A	0	A	48	A	Typical
B	0	B	33	B	
C	0	C	41	C	Typical



Data Chart Series	
A:	
B:	
C:	1STEP GOAL: Typical and High Growth → continued improvement, listen in class, asking questions when don't understand

Unit	Math Standard/Topic	Formative	Summative
1	Standard/Topic Sample	High	High
	Standard/Topic Sample	High	High
	Standard/Topic Sample	High	High
	Standard/Topic Sample	High	High
	Standard/Topic Sample	High	High
	Standard/Topic Sample	High	High
	Standard/Topic Sample	High	High



- McGary will utilize the PLC framework for alignment of curriculum and data discussions as well as student data trackers to effectively implement ways to support students individual learning needs, fully integrated into the PLC infrastructure.
- Leadership team will provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons
- McGary will continue to implement student goal-setting and encourage ownership of data; including schoolwide all the way down to individual students.
- Diagnostic and Readiness Audit Process with Feedback for School Leaders from MIE

9. Provide mechanisms for family and community engagement.

- Provide Family and Community Engagement Activities (timeline, calendar, or list of possible activities) that are focused on learning and needs of middle school students and families.
- Provide goals for establishing community partners who will be able to assist with sustaining improvement efforts.

- See additional attachment (McGary Family & Community Engagement).
- McGary has established and maintain multiple community partnerships (see list). Each is crucial for different reasons in running the school. They were formed by a variety of means, with each partnership listed having been with McGary for at least two years. McGary's initial focus with family and community engagement teams will be to fully align support to the priorities and goals of the school, including bringing in other strategic partners as determined necessary.
- This indicator is fully embedded as an integral part of school improvement planning.

	10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).	<ul style="list-style-type: none"> • <i>No additional information needed for renewal.</i> 	<i>No additional information needed for renewal</i>
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Part 5: Budget

Complete the attached budget worksheet for the 2014-2015 school year. The original school budget has been included with the application for reference.

2014-2015 McGary PD Timeline						
July 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 Independence Day	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2014-2015 McGary PD Timeline						
August 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 Teacher PD Day*	6 Teacher PD Day*	7 Teacher PD Day*	8 Teacher PD Day*	9
Week #1	10 First Day of School PLCs	11	12	13	14	15
Week #2	17 AlmsWeb Math August 18 - 29 PLCs	18	19	20	21	22
Week #3	24 PLCs	25	26	27	28	29
Week #4	31	Text = Guided PLC Topic Text = Product Due Date *August 5 = Focus → We are All Learners; Teach Like a Champion Strategies; PBIS *August 6 = First 2 days planning, Connecting activities, Kagan strategies, Kagan (Poverty in Mind) presentation, Grade level teams *August 7 = Big meeting, Breakout sessions - binder on portal, work time, FISHBOWL Norms w/LT, PLC's *August 8 = Work time, big meeting, email meetings				

2014-2015 McGary PD Timeline						
September 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
PBIS training for PBIS Coach & Tier II team this month	1 Labor Day No School	2	3 Team Planners	4	5	6
Week #5	7 PLCs	8	9	10	11	12
Week #6	14 District DataWise PD this week PLCs	15	16	17	18	19
Week #7	21 Acuity A ELA & Math Window Sept. 22 - Oct. 3 PLCs	22	23	24 Acuity A ELA	25 Acuity A Math	26
Week #8	28 PLCs	29	30	Text = Guided PLC Topic Text = Product Due Date		

2014-2015 McGary PD Timeline						
October 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
PBIS training for Tier II team this month			1	2	3	4
Week #9	5 PLCs	6	7	8 Acuity Analysis PD	9 End of 1 st GP District Benchmark Assessment	10 No School
Week #10	12 PLCs	13	14	15 District Benchmark Analysis	16	17
Week #11	19 PLCs	20	21	22	23	24
Week #12	26 PLCs	27	28	29 PBIS Leadership Forum for Leadership Team	30 PBIS Leadership Forum for Leadership Team	31 Halloween ASCO Leadership Conference for Leadership Team

2014-2015 McGary PD Timeline						
November 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Acuity A Algebra Nov. 3 - 17	District DataWise PD this month PLCs					ASCD Leadership Conference for Leadership Team 1
Week #13 2 ASCD Leadership Conference for Leadership Team	PLCs	3	4	5	6	7
Week #14 9	PLCs	10 Veterans Day No School	11 Acuity A Algebra	12	13	14
Week #15 16	PLCs	17	18	19	20	21
Week #16 23 Acuity B ELA & Math Window Nov. 24 - Dec. 12	PLCs	24	25	26	27 Thanksgiving Day No School	28
Week #17 30	Text = Guided PLC Topic Text = Product Due Date Applied Control Theory training for PBIS Coach this month.					

2014-2015 McGary PD Timeline						
December 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Acuity B Science & Social Studies Dec. 3 - 16	1 PLCs	2	3 Acuity B ELA	4 Acuity B Math	5	6
Week #18 7	8 PLCs	9 Acuity B SS/Sci	10 Acuity Analysis PD	11	12	13
Week #19 14	15 PLCs	16	17	18 District Benchmark Assessment	19 Last day of semester End of 2 nd GP	20
21	No School →	→	23 →	24 →	25 Christmas Day →	26 →
→	28 →	29 →	30 →	31 →	Text = Structured PLC Topic Text = Product Due Date	

2014-2015 McGary PD Timeline						
January 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 New Year's Day No School	2 No School	3
Week #20 4	5 Return to School PLCs	6	7	8	9	10
Week #21 11	12 PLCs	13	14	15	16	17
Week #22 18	19 M L King Day No School	20 PLCs	21	22	23	24
Week #23 25 Acuity B Algebra Jan. 26 - Feb. 9	26 PLCs	27	28	29	30	31

2014-2015 McGary PD Timeline						
February 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Week #24 1 Acuity C ELA & Math Window February 6 - 20	2 Acuity C Science & Social Studies February 2 - 20	3	4	5	6	7
Week #25 8	9 PLCs	10	11	12	13	14 Valentine's Day
Week #26 15	16 Presidents' Day No School	17 District DataWise PD this week PLCs	18	19	20	21
Week #27 22	23 PLCs	24	25	26	27	28

2014-2015 McGary PD Timeline						
March 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Week #28 ISTEP+ Applied Skills Window March 2 - 11	1	2	3	4	5	6
	PLCs				End of 3 rd GP	7
Week #29	8	9	10	11	12	13
	PLCs					14
Week #30	15	16	17	18	19	20
	PLCs					21
Acuity C Algebra Mar. 23 - Apr. 10	22	23	24	25	26	27
	Spring Break → PLCs	→	→	→	→	28
Week #31	29	30	31	Text = Guided PLC Topic Text = Product Due Date		
	PLCs					

2014-2015 McGary PD Timeline						
April 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
District DataWise PD this month			1	2	3	4
					Good Friday	
Week #32 Easter Sunday	5	6	7	8	9	10
	Make-Up Day	PLCs				11
Week #33	12	13	14	15	16	17
	PLCs					Make-Up Day
Week #34	19	20	21	22	23	24
	PLCs					25
Week #35 ISTEP+ Multiple Choice Window April 27 - May 15	26	27	28	29	30	
	PLCs					Text = Guided PLC Topic Text = Product Due Date

2014-2015 McGary PD Timeline						
May 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Algebra ECA Testing Window ???					1	2
	PBIS training for PBIS coach this month					
Week #36	3	4	5	6	7	8
	PLCs					9
Week #37 Mother's Day	10	11	12	13	14	15
	PLCs					16
Week #38	17	18	19	20	21	22
	PLCs			Last Day of School End of 4 th GP	Teacher Day	23
	24	25	26	27	28	29
	Memorial Day					30
	31	Text = Guided PLC Topic Text = Product Due Date				

2014-2015 McGary PD Timeline						
June 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
IREAD Window June 1 - July 24		1	2	3	4	5
						6
	7	8	9	10	11	12
						13
	14	15	16	17	18	19
						20
Father's Day	21	22	23	24	25	26
						27
	28	29	30			

2014-2015 McGary PD Timeline

July 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4 Independence Day
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Calendar

EVSC District Calendar

June						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Filter by School

<Any>

Filter by Type

<Any>

Search

Apply

Calendar

June 2014 (1)

July 2014 (9)

August 2014 (191)

September 2014 (364)

October 2014 (135)

November 2014 (55)

December 2014 (108)

EVSC District Calendar

Most EVSC schools are on the regular school calendar as listed below. Two schools in the EVSC are Equity Schools - Delaware Elementary and McGary Middle School. These two schools operate on a slightly altered calendar. Please refer to the documents below when wanting to obtain information about days schools are in session.

A list of graduation dates, times, and locations for the 2014-15 school year are also listed below

Questions?

Call 812-435-0207 for additional information.

More Information

- [2014-15 EVSC Regular School Calendar \(PDF 72.06 KB\)](#)
- [2014-2015 Delaware Calendar \(PDF 173.41 KB\)](#)
- [McGary 2014-15 \(PDF 196.43 KB\)](#)
- [2014-15 H.S. Graduation \(PDF 171.86 KB\)](#)

**EVANSVILLE VANDERBURGH SCHOOL CORPORATION
McGary Middle School
2014 - 2015 SCHOOL YEAR**

August.....5-6 - Teacher Collaborative Plan Days
 August.....7-8 - Teachers' Meetings
 August11- First Day of School
 September1- NO SCHOOL - Labor Day
 September.....26 - 6-wk Grading Pd = 34 days
 October.....9- 9-wk Grading Pd = 43 days
 October.....10- NO SCHOOL - Fall Break
 Makeup Day
 November.....7 - 6-wk Grading Pd = 29 days
 November.....11 - NO SCHOOL - Veterans' Day
 November.....27-28 - NO SCHOOL - Thanksgiving
 December.....19 - END OF FIRST SEMESTER
 6-wk Grading Pd = 27 days
 9-wk Grading Pd = 47 days
 December 22-Jan 2 NO SCHOOL-Winter Recess
 January..... 5- Teacher Collaborative Plan Day
 January.....19 - NO SCHOOL - ML King Jr. Day
 February.....13 - 6-wk Grading Pd = 29 days
 February.....16 - NO SCHOOL - Presidents' Day
 Makeup Day
 March.....6-9- Week Grading Pd = 43 days
 March23-27 - NO SCHOOL - Spring Recess
 April.....3 - 6-wk Grading Pd = 29 days
 April.....6 - NO SCHOOL - Makeup Day
 April.....17 - NO SCHOOL - Makeup Day
 May.....20-22 - Graduation Dates
 May.....22 - End of 2nd Semester
 If additional makeup days are needed, they will be added to the end of the school year. Department of Education requires 180 instructional days.

*** NOTE CHANGE: All potential makeup days will be considered for attendance should they be needed. When a scheduled school day is cancelled, the next available makeup day will be utilized. Exceptions will be made at EVSC's discretion should a cancellation fall within a week of the scheduled potential makeup day.

Grading Periods:

9 Weeks:

1 st	43 days	8/11 - 10/09
2 nd	47 days	10/13 - 12/19
3 rd	42 days	1/05 - 3/06
4 th	48 days	3/09 - 5/22

<i>Collaborative Planning</i>
SCHOOL IN ATTENDANCE
NO SCHOOL
TEACHER WORK DAY

JULY 2014

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2015

S	M	T	W	T	F	S
				1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 2014

S	M	T	W	T	F	S
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10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

FEBRUARY 2015

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SEPTEMBER 2014

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28	29	30				

MARCH 2015

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29	30	31				

OCTOBER 2014

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19	20	21	22	23	24	25
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APRIL 2015

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NOVEMBER 2014

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MAY 2015

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER 2014

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2015

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21	22	23	24	25	26	27
28	29	30				

**EVANSVILLE VANDERBURGH SCHOOL CORPORATION
2014 - 2015 SCHOOL YEAR**

** Regular
Calendar*

August.....7-8- Teachers' Meetings
 August11- First Day of School
 September1- NO SCHOOL – Labor Day
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 Makeup Day
 November.....7 - 6-wk Grading Pd = 29 days
 November.....11 - NO SCHOOL - Veterans' Day
 November.....27-28 - NO SCHOOL – Thanksgiving
 December.....19 - END OF FIRST SEMESTER
 6-wk Grading Pd = 27 days
 9-wk Grading Pd = 47 days
 Decemb. 22 – Jan. 2 - NO SCHOOL – Winter Recess
 January.....19 - NO SCHOOL – MLKing Jr. Day
 February.....13 - 6-wk Grading Pd = 29 days
 February.....16 - NO SCHOOL – Presidents' Day
 Makeup Day
 March.....6 - 9-wk Grading Pd = 43 days
 March.....23-27 - NO SCHOOL – Spring Recess
 April.....3 - 6-wk Grading Pd = 29 days
 April.....6 - NO SCHOOL – Makeup Day
 April.....17 - NO SCHOOL – Makeup Day
 May21- END OF SECOND SEMESTER
 6-wk Grading Pd - 32 days
 9-wk Grading Pd - 47 days
 May.....22 - Teacher Workday – Makeup Day
 May.....20-22 - Senior Graduations

If additional makeup days are needed, they will be added to the end of the school year. Department of Education requires 180 instructional days.

*** NOTE CHANGE: All potential makeup days will be considered for attendance should they be needed. When a scheduled school day is cancelled, the next available makeup day will be utilized. Exceptions will be made at EVSC's discretion should a cancellation fall within a week of the scheduled potential makeup day.

Grading Periods:

9 Weeks:

1 st	43 days	8/11 – 10/09
2 nd	47 days	10/13 – 12/19
3 rd	43 days	1/05 – 3/06
4 th	47 days	3/09 – 5/21

6 Weeks:

1 st	34 days	8/11 – 9/26
2 nd	29 days	9/29 – 11/07
3 rd	27 days	11/10 – 12/19
4 th	29 days	1/05 – 2/13
5 th	29 days	2/17 – 4/03
6 th	32 days	4/07 – 5/21

SCHOOL IN ATTENDANCE
NO SCHOOL
TEACHER WORK DAY

JULY 2014

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
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27	28	29	30	31		

AUGUST 2014

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24	25	26	27	28	29	30
31						

SEPTEMBER 2014

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OCTOBER 2014

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19	20	21	22	23	24	25
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NOVEMBER 2014

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2014

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2015

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2015

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15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2015

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2015

S	M	T	W	T	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2015

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1st semester = 90 days

2nd semester = 90 days

Extended Learning

After School Programming

Two 15 week sessions; 1 in the fall and 1 in the spring
4 days a week for 1.5 hours after school
6 additional hrs per week (180 hours total for the year)

Intentional focus on STE(A)M with plans to include Engineering, Coding for Girls, Coding with Web Design, Financial Literacy, Career Exploration, Youth Film Project, Mystery Theater, Student Leadership Team, and Math Lab.

Outcomes measured by Diehl Evaluation and the 21st Century Grant.

All families are mailed information regarding extended learning opportunities. Additionally, flyers, posters, intercom announcements and the newsletter help to inform students and families of these opportunities.

Core Experience Trips

6th grade to St. Louis City Museum – May 2015

7th Grade to Indianapolis Zoo – May 2015

8th Grade to Marengo Cave – May 2015

Each grade level team will develop lessons prior to the trip as well as a culminating project/activity upon completion of the trip to extend the learning.

Additional Core Experience Trips

For the past two years, students have also had the opportunity to see either a local theater production (University of Evansville) and/or a production by a professional touring company. Last year for example the entire 6th grade attended War Horse in Louisville. Possibilities for the 2014-15 school year include: STOMP and Beauty and the Beast.

Twilight Program

(4 hour program in lieu of suspension)

Individual and small group instruction with teachers

Outcomes measured by pre/post assessment.

Calendar/Daily Minutes Added

2013-14 – Student day began 15 minutes earlier than 2012-13. (2700 additional minutes).

2014 – 15 Student day will remain the same number of minutes as 2013-14.

30 minute FLEX time included in daily schedule for 2014-15 for remediation/enrichment.

McGary - Family & Community Engagement:

"Driven by a culture of high expectations and collaboration, McGary puts kids first through data-driven instruction and strong relationships..."

F & C Focus: Family and community engagement at McGary will be closely aligned priorities and goals in the SIP.

All stakeholders will strive to unify around and support a common goal and vision.

Month:	Monthly Focus (Tentative):	Connection to SIP:
August 2014	BACK TO SCHOOL - Resource Fair & Orientation	PAI 1 - 2: <ul style="list-style-type: none"> • High Expectations around Learning PAI 3: <ul style="list-style-type: none"> • Schoolwide procedures • Classroom Procedures
September 2014	Student Netbook Rollout and Training - Family Night (Digital Citizenship & Parent Support/Training)	PAI 1 - 2: <ul style="list-style-type: none"> • High Expectations around Learning • Student Engagement • Rigorous Instructional Practices PAI 3: <ul style="list-style-type: none"> • Schoolwide Procedures • Classroom Procedures
October 2014	Celebration of the Arts - Fall Series Student Concert Student, Staff, and Guest Artist Work on Display Creative Writing Performing Arts/Theater	PAI 1 - 2: STE[A]M CONNECTION TO: <ul style="list-style-type: none"> • High Expectations around Learning • Student Engagement / Relevance • Rigorous Instructional Practices
November 2014	Math Night Note: Additional open house/early orientation for feeder elementary school students and families	PAI 2: Mathematics
December 2014	Literacy Night	PAI 1: English/Language Arts
January 2015		
February 2015		
March 2015	STE[A]M Spotlight: Creative Writing & Performing Arts (Student Written and Produced Play)	PAI 1: English/Language Arts
April 2015	STE[A]M Spotlight: Integrating "A"rts with STEM	PAI 1 - 2: STE[A]M CONNECTION TO: <ul style="list-style-type: none"> • High Expectations around Learning • Student Engagement / Relevance • Rigorous Instructional Practices
May 2015	Celebration of the Arts - Spring Series Student Concert Student, Staff, and Guest Artist Work on Display Creative Writing	PAI 1 - 2: STE[A]M CONNECTION TO: <ul style="list-style-type: none"> • High Expectations around Learning • Student Engagement / Relevance • Rigorous Instructional Practices

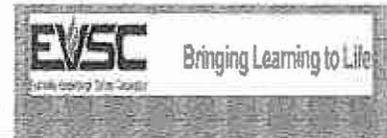
PAI = Priority Area of Improvement

List of Community Partners (McGary Middle School)

McGary has established and maintained a multitude of community partners. Each is crucial for different reasons that support student success. Partnerships are continuously developed through a variety of means. Each partnership included on this list has meaningfully supported for at least two years, though many have been committed partners for much longer.

- Big Brothers – Finding and matching mentors for our students
- YMCA – Ongoing after school programs adding lunchtime programs for 2014-15 school year
- Youth First – Lunch programs
- Lampion – Lunch programs
- Girl Scouts – Lunch programs, Reality-Apolis
- DaVinci Group/Alliance of Partners – STE(A)M
- Junior Achievement – Job Shadow and Career Exploration for our 8th graders
- Bethel Temple Church – Ongoing partnership working in our community garden as well as volunteers working family nights and working with them for back to school supplies, snacks during flex/ISTEP weeks Christmas “gloves for kids program”
- Horizon Homes – Giving our kids a service learning opportunity.
- Wal-Mart – Monetary funds for our family nights, PBIS, community garden needs as well as family needs.
- HG McCullough Designers – Monetary funds for our student/family needs.
- Banterra Bank – Monetary help for student/family needs.
- Kohl’s – Working with them for PBIS and family needs.
- Burger King, McDonalds, Fazoli’s, Pizza Hut, Baskin Robbins, Show Place, Skate World, Sonic all helping with PBIS incentives, student of the month, reading rewards, and family nights, and resource incentives.
- Health South - Monetary funds for service learning expenses as well as classes with students (Example: Brain injury awareness month).
- Berry Plastics - Product donations for Students.
- St. Mary’s - Several years of student CPR training, nutrition classes and product donations for students and families.
- Evansville Museum and CMOE - Each year offering interactive educational tours for our students.
- Energizing Indiana - New partner last year to help all our low income families get weatherization’s done to their homes, partnership will continue until the program is over for Indiana.
- Mesker Park Zoo - Several trips with self-contained classes to do recycling classes and real work experiences.
- Gatti Town - Work with them for self- contained classes to get real work experiences.
- Wesselman’s Nature Center - Work with them to give self-contained classes real work experiences.
- Youth Resources - Award several scholarships to our Teenpower girls to go to camp free, whom otherwise would not be able to attend.
- Keep Evansville Beautiful - Award grant dollars each year to help our ongoing work in our community garden.
- Holly’s House - Worked with for a 6th grade program several years, have since ceased and introduced in our feeder schools to lower grades but still work with them doing service learning projects for them throughout the year.
- Hillcrest/safe place - Lunch time progra

EVSC Teacher Evaluation Rubric® 5-13-14



Domain 1: Instructional Design and Assessment

Competency:	1	3	5
1.1 Effective Lesson Design (Artifacts) Essential Competency	<ul style="list-style-type: none"> a) Lesson plans seldom evidence support to address individual student needs and increase student engagement. b) Lesson plans frequently lack a beginning, middle, and end. c) Lessons or units are rarely structured with reasonable time allocations linked to tasks and activities. d) Plans rarely include formative assessment to check for understanding of lesson objectives. e) Teacher rarely provides plans for substitute teachers that are clear and easily followed. 	<ul style="list-style-type: none"> a) Lesson plans evidence support to address individual student needs and increase student engagement. b) Lesson plans include beginning, middle, and end. c) Lessons or units are well structured with reasonable time allocations linked to tasks and activities. d) Plans consistently include formative assessment to check for understanding of lesson objectives. e) Plans for substitute teachers are clear and easily followed. 	<ul style="list-style-type: none"> a) Lesson plans evidence support to address individual student needs and increase student engagement. b) Lesson plans include beginning, middle, and end. c) Lessons or units are well structured with reasonable time allocations linked to tasks and activities. d) Plans consistently include formative assessment to check for understanding of lesson objectives. e) Plans for substitute teachers are high quality, clear, easy to follow, and easily located. f) Plans present content integrated with other content areas, other lessons, or units. g) Lesson plans evidence adjustments based on formative assessment.
1.2 Standards-Based Instructional Goals and Learning Outcomes (Artifacts) Essential Competency	<ul style="list-style-type: none"> a) Teacher's plans and instruction are seldom aligned to available district curriculum maps or state content standards. b) Teacher rarely develops unit plans that scaffold objectives to build mastery of the standards. c) Teacher's lesson objective is unclear, difficult to measure, and not aligned to standards. d) Teacher rarely designs daily lessons, activities, and assignments aligned to lesson objectives. 	<ul style="list-style-type: none"> a) Teacher's plans and instruction are aligned with available district curriculum maps or state content standards. b) Teacher frequently develops unit plans that scaffold objectives to build mastery of the standards. c) Teacher's lesson objective is specific, measurable, and aligned to standards. d) Teacher designs daily lessons, activities, and assignments aligned to lesson objectives. 	<ul style="list-style-type: none"> a) Teacher's plans and instruction are aligned with available district curriculum maps or state content standards. b) Teacher consistently develops unit plans that scaffold objectives to build mastery of the standards. c) Teacher's lesson objective is specific, measurable, and aligned to standards. d) Teacher designs daily lessons, activities, and assignments aligned to lesson objectives. e) Teacher intentionally aligns objectives, content, and assessments that include strategic and extended thinking (DOK) opportunities.
1.3 Multiple Assessments Aligned to Goals and Learning Outcomes (Artifacts)	<ul style="list-style-type: none"> a) Teacher rarely uses prior assessment data to formulate differentiated instruction, unit plans, and lesson plans. b) Teacher rarely uses formative assessments to inform instruction and measure progress toward mastery. c) Teacher rarely creates or uses summative 	<ul style="list-style-type: none"> a) Teacher frequently uses prior assessment data to formulate differentiated instruction, unit plans, and lesson plans. b) Teacher frequently uses formative assessments to inform instruction and measure progress toward mastery. c) Teacher creates or uses summative 	<ul style="list-style-type: none"> a) Teacher regularly uses prior assessment data to formulate differentiated instruction, unit plans, and lesson plans. b) Teacher consistently uses formative assessments to inform instruction and measure progress toward mastery. c) Teacher creates or uses summative

Essential Competency	assessments, (end of unit, end of quarter, end of term).	assessments, (end of unit, end of quarter, end of term).	assessments that effectively measure student understanding and progress toward mastery, (end of unit, end of quarter, end of term). d) Teacher provides students clearly stated learning objectives accompanied by scales or rubrics that describe levels of performance relative to the learning objective and based on the varied needs of students. e) Teacher creates opportunities for students to participate in developing assessments to assess their progress toward mastery.
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Domain 2: Instructional Delivery

Competency	1	3	5
2.1 Resources, Activities, and Materials (Observation)	a) Teacher rarely prepares materials in advance for lessons. b) Teacher rarely implements learning activities that have a purpose and are linked to instructional outcomes. c) Teacher rarely integrates the use of digital tools and resources that are appropriate. d) Materials, resources, and activities rarely support the learning goals or require intellectual engagement appropriate for content and development. e) Teacher rarely provides materials, activities, and resources that offer students choice when appropriate.	a) Teacher prepares materials in advance for lessons. b) Teacher implements learning activities that have a purpose and are linked to instructional outcomes. c) Teacher integrates the use of digital tools and resources that are appropriate. d) Materials, resources, and activities support the learning goals and require intellectual engagement appropriate for content and development. e) Teacher sometimes provides materials, activities, and resources that offer students choice when appropriate.	a) Teacher prepares materials in advance for lessons. b) Teacher consistently implements learning activities that have a purpose and are linked to instructional outcomes. c) Teacher purposefully integrates the use of digital tools and resources that are appropriate. d) Materials, resources, and activities support the learning goals and require intellectual engagement appropriate for content and development. e) Teacher provides materials, activities, and resources that offer students choice when appropriate. f) Teacher adapts or creates resources, activities, and/or materials that engage students in strategic and extended thinking. g) Most students can identify the learning goal supported by the resource, activity, or materials selected by the teacher.
2.2 Presenting Instructional Content (Observation) Essential Competency	a) Teacher rarely communicates what students are learning and what they will be able to do by the end of the lesson. b) Teacher's presentation of content is unclear and disorganized. c) Teacher does not use a variety of ways to engage with content and maintain student interest, extend and apply content,	a) Teacher communicates what students are learning and what they will be able to do by the end of the lesson. b) Teacher's presentation of content is most often clear, concise and well organized. c) Teacher uses a variety of ways to engage with content and maintain student interest, extend and apply content, concepts, and	a) Teacher communicates what students are learning and what they will be able to do by the end of the lesson. b) Teacher's presentation of content is clear, concise and well organized, and routinely invites student participation and thinking. c) Teacher consistently uses a variety of ways

EVSC Teacher Evaluation Rubric[®] 5-13-14

2.3 Lesson Pacing and Structure (Observation)

2.4 Questioning Strategies (Observation)

<p>concepts, and academic vocabulary appropriately.</p> <p>d) Teacher is rarely responsive to student learning needs.</p> <p>e) Teacher uses whole group instruction and rarely creates instructional grouping arrangements to maximize student understanding and learning efficiency.</p> <p>f) Teacher rarely implements differentiated instructional methods.</p> <p>g) Teacher rarely utilizes a gradual release of responsibility model (modeling, guided practice, and independent practice) when presenting content and supporting student learning.</p> <p>h) Teacher rarely uses examples, metaphors, analogies, or illustrations to link student experiences and understandings to new content.</p>	<p>academic vocabulary appropriately.</p> <p>d) Teacher is usually responsive to student learning needs.</p> <p>e) Teacher frequently creates instructional grouping arrangements (i.e. whole class, small groups, pairs, individual; heterogeneous or homogenous ability) to maximize student understanding and learning efficiency.</p> <p>f) Teacher frequently implements differentiated instructional methods.</p> <p>g) Teacher frequently utilizes a gradual release of responsibility model (modeling, guided practice, and independent practice) when presenting content and supporting student learning.</p> <p>h) Teacher frequently uses examples, metaphors, analogies, or illustrations to link student experiences and understandings to new content.</p>	<p>to engage with content and maintain student interest, extend and apply content, concepts, and academic vocabulary appropriately.</p> <p>d) Teacher is consistently responsive to student learning needs.</p> <p>e) Teacher consistently creates instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) to maximize student understanding and learning efficiency.</p> <p>f) Teacher consistently implements differentiated instructional methods.</p> <p>g) Teacher consistently utilizes a gradual release of responsibility model (modeling, guided practice, and independent practice) when presenting content and supporting student learning.</p> <p>h) Teacher consistently uses examples, metaphors and analogies, or illustrations to link student experiences and understandings to new content.</p> <p>i) Teacher intentionally provides opportunities for students to suggest other strategies they might use in approaching a challenge or analysis.</p>
<p>a) Lessons rarely include beginning, middle, end, and transitions are a distraction.</p> <p>b) Teacher rarely paces instruction to provide students the time needed to be engaged in meaningful work and develop mastery.</p> <p>c) Teacher rarely makes appropriate adjustments in pacing for students who learn at different rates.</p> <p>d) Instructional time is frequently lost due to lesson structure, pacing, or inappropriate use of instructional time.</p>	<p>a) Lessons include beginning, middle, and end with mostly seamless transitions.</p> <p>b) Teacher frequently paces instruction to provide students the time needed to be engaged in meaningful work and develop mastery.</p> <p>c) Teacher makes appropriate adjustments in pacing for students who learn at different rates.</p> <p>d) Loss of instructional time is minimal.</p>	<p>a) Lessons include beginning, middle, and end with seamless transitions.</p> <p>b) Teacher consistently paces instruction to provide students the time needed to be engaged in meaningful work and develop mastery.</p> <p>c) Teacher consistently makes appropriate adjustments in pacing for students who learn at different rates.</p> <p>d) Teacher intentionally structures transitions to maximize instructional time.</p> <p>e) Teacher makes appropriate adjustments in pacing with a sense of urgency to adapt to student needs.</p> <p>a) Teacher consistently calls on volunteers, non-volunteers, and a balance of students (i.e. gender, ability).</p>
<p>a) Teacher mostly calls on volunteers or high ability students.</p> <p>b) Teacher rarely uses wait time effectively</p>	<p>a) Teacher frequently calls on volunteers, non-volunteers, and a balance of students (i.e. gender, ability).</p>	<p>a) Teacher consistently calls on volunteers, non-volunteers, and a balance of students (i.e. gender, ability).</p>

2.5 Thinking and Problem Solving (Observation)

- c) Teacher rarely asks questions that are varied, high quality, and provide a balance of question types (i.e. knowledge, comprehension, application, analysis, creation, and evaluation).
- d) Teacher rarely asks students to justify their reasoning or offer multiple solutions/answers to a problem.
- e) Teacher rarely uses questions that require active responses (i.e. whole class signals, choral response, group answers).

- b) Teacher frequently uses wait time effectively both after posing a question and before helping students think through a response.
- c) Teacher frequently asks questions that are varied, high quality, and provide a balance of question types (i.e. knowledge, comprehension, application, analysis, creation, and evaluation).
- d) Teacher frequently asks students to justify their reasoning or offer multiple solutions/answers to a problem.
- e) Teacher frequently uses questions that require active responses (i.e. whole class signals, choral response, group answers).

- b) Teacher consistently uses wait time effectively both after posing a question and before helping students think through a response.
- c) Teacher consistently asks questions that are varied, high quality, and provide a balance of question types (i.e. knowledge, comprehension, application, analysis, creation, and evaluation).
- d) Teacher consistently asks students to justify their reasoning or offer multiple solutions/answers to a problem.
- e) Teacher consistently uses questions that require active responses (i.e. whole class signals, choral response, group answers).
- f) Teacher provides opportunities for students to initiate their own higher order questions.
- g) Teacher builds on student responses to questions in order to deepen student understanding.
- h) Teacher routinely uses strategies (i.e. circle back, scaffold, ask a friend) to hold students accountable for responding to questions.

- a) Teacher rarely provides opportunities for students to apply knowledge to solve complex, multi-step, or unique problems.
- b) Teacher rarely encourages students to work hard and persist when faced with difficult tasks.
- c) Teacher rarely models meta-cognitive strategies (thinking about your thinking) to help students understand content.
- d) Teacher rarely provides opportunities for students to explain their thinking.

- a) Teacher provides some opportunities for students to apply knowledge to solve complex, multi-step, or unique problems.
- b) Teacher encourages students to work hard and persist when faced with difficult tasks.
- c) Teacher frequently models meta-cognitive strategies (thinking about your thinking) to help students understand content.
- d) Teacher provides some opportunities for students to explain their thinking.

- a) Teacher provides many opportunities for students to apply knowledge to solve complex, multi-step, or unique problems.
- b) Teacher encourages students to work hard and persist when faced with difficult tasks.
- c) Teacher consistently models meta-cognitive strategies (thinking about your thinking) to help students understand content.
- d) Teacher provides many opportunities for students to explain their thinking.
- e) Teacher adapts and creates new strategies for students to practice, apply, and demonstrate that they are learning in meaningful ways.
- f) Teacher helps students generate and test new hypotheses when faced with difficult tasks.

2.6 Academic Feedback (Artifacts & Observation)

- a) Feedback is not specific or focused on improvement.
- b) Teacher rarely provides oral and written feedback that is academically focused and high quality.
- c) Teacher rarely circulates during instructional activities to prompt thinking, assess progress, and provide individual feedback.
- d) Teacher rarely expects students to assess their own work and make improvements.

- a) Feedback is specific and focused on improvement.
- b) Teacher provides oral and written feedback that is academically focused and high quality.
- c) Teacher circulates during instructional activities to prompt thinking, assess progress, and provide individual feedback.
- d) Teacher expects students to assess their own work and make improvements.

- a) Feedback is specific and focused on academic improvement.
- b) Teacher provides feedback from a variety of sources (teacher, peers, verbal, non verbal, written), that is academically focused and high quality.
- c) Teacher consistently circulates during instructional activities to prompt thinking, assess progress, and provide individual feedback.

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2.7 Teacher Knowledge of Students (Artifacts & Observation)

Essential Competency

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> a) Teacher is aware of how students differ as learners (i.e. culture, language, gender, interest, readiness to learn, confidence, independence, modality) but rarely differentiates based on process, product, or content. b) Teacher rarely notices/anticipates students' learning difficulties/strengths and fails to provide strategies and accommodations. c) Teacher rarely assesses and adjusts instruction to accommodate for students' skill level and readiness to learn and content is not accessible or challenging for most students. d) Teacher's practice does not demonstrate an understanding of the students' interests and cultural heritage. | <ul style="list-style-type: none"> a) Teacher is aware of how students differ as learners (i.e. culture, language, gender, interest, readiness to learn, confidence, independence, modality) and often differentiates based on process, product, or content. b) Teacher notices/anticipates students' learning difficulties/strengths and frequently provides strategies and accommodations. c) Teacher frequently assesses and adjusts instruction to accommodate for students' skill level and readiness to learn so that content is accessible and challenging for most students. d) Teacher's practice demonstrates an understanding of most students' interests and cultural heritage. | <ul style="list-style-type: none"> d) Teacher consistently expects students to make improvements by examining their own work for errors in factual information, logic, or inappropriate use of reference materials. e) Teacher provides opportunities for students to give specific, high quality feedback to each other. a) Teacher is aware of how students differ as learners (i.e. culture, language, gender, interest, readiness to learn, confidence, independence, modality) and consistently differentiates based on process, product, or content. b) Teacher notices/anticipates students' learning difficulties/strengths and consistently provides strategies and accommodations. c) Teacher consistently assesses and adjusts instruction to accommodate for students' skill level and readiness to learn so that content is accessible and challenging for most students. d) Teacher adapts and creates strategies that are inclusive of varied backgrounds, interests, and cultural heritage. |
|--|---|---|

2.8 Teacher Knowledge of Content (Observation)

Essential Competency

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> a) Teacher's vocabulary and usage are often incorrect and not suited to the content, including explanations of academic vocabulary. b) Teacher demonstrates a lack of content knowledge of the subjects he or she teaches and delivers content that is often factually incorrect. c) Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. d) Teacher rarely highlights key concepts and ideas. e) Teacher seldom uses key concepts and ideas as basis to connect other content and ideas. | <ul style="list-style-type: none"> a) Teacher's vocabulary and usage are correct and entirely suited to the content, including explanations of academic vocabulary. b) Teacher demonstrates content knowledge of subjects he or she teaches and delivers content that is factually correct. c) Teacher frequently implements subject-specific instructional strategies to enhance student content knowledge. d) Teacher highlights key concepts and ideas. e) Teacher sometimes uses key concepts and ideas as basis to connect other content and ideas. | <ul style="list-style-type: none"> a) Teacher's vocabulary and usage are correct and entirely suited to the content, including explanations of academic vocabulary. b) Teacher demonstrates content knowledge of subjects he or she teaches and delivers content that is factually correct. c) Teacher consistently implements subject-specific instructional strategies to enhance student content knowledge. d) Teacher highlights and intentionally uses key concepts and ideas as basis to connect other content and ideas. e) Teacher has a deep understanding of the content and routinely breaks it into small chunks of information or skills that can be easily processed by students. f) Teacher adapts and/or creates new |
|--|---|--|

strategies based on updates or changes in curriculum or content.

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Domain 3: Learning Environment

Competency:	1	3	5
3.1 Expectations (Observation) 3.2 Managing Student Behavior (Artifact & Observation) Essential Competency	<p>a) Teacher rarely establishes high expectations and standards of conduct for a positive learning environment and appropriate behavior.</p> <p>b) Teacher rarely conveys an expectation of high levels of student effort.</p> <p>c) Teacher rarely creates challenging learning opportunities in which students can experience success.</p>	<p>a) Teacher frequently establishes high expectations and standards of conduct for a positive learning environment and appropriate behavior.</p> <p>b) Teacher frequently conveys an expectation of high levels of student effort.</p> <p>c) Teacher frequently creates challenging learning opportunities in which students can experience success.</p>	<p>a) Teacher consistently establishes high expectations and standards of conduct for a positive learning environment and appropriate behavior.</p> <p>b) Teacher consistently conveys an expectation of high levels of student effort.</p> <p>c) Teacher consistently creates challenging learning opportunities in which students can experience success.</p> <p>d) Teacher sets the expectation and acknowledges students' capacity for achievement in both academic and personal accomplishments.</p>
	<p>a) Most students do not appear to follow posted school-wide expectations, classroom rules, and procedures.</p> <p>b) Teacher rarely discourages inappropriate behavior by correcting social errors, consistently following classroom procedures and expectations, using active supervision, calm, immediate responses, or re-teaching, attending to, and praising expected behaviors.</p> <p>c) Classroom management plan does not include a range of interventions and consequences for most minor behaviors.</p> <p>d) Teacher rarely uses positive behavior strategies including classroom interventions (i.e. immediate specific praise, acknowledgement, contingent activities, and appropriate consequences) to increase and maintain appropriate student behavior.</p> <p>e) Teacher rarely applies interventions and consequences for minor behaviors and documents appropriately.</p> <p>f) Teacher responds to disrespectful behavior in a way that causes significant disruption to the learning process or escalates negative</p>	<p>a) Most students appear to follow posted school-wide expectations, classroom rules, and procedures.</p> <p>b) Teacher regularly discourages inappropriate behavior by correcting social errors, consistently following classroom procedures and expectations, using active supervision, calm, immediate responses, or re-teaching, attending to, and praising expected behaviors.</p> <p>c) Classroom management plan includes a range of interventions and consequences for most minor behaviors.</p> <p>d) Teacher regularly uses positive behavior strategies including classroom interventions (i.e. immediate specific praise, acknowledgement, contingent activities, and appropriate consequences) to increase and maintain appropriate student behavior.</p> <p>e) Teacher applies interventions and consequences for minor behaviors and documents appropriately.</p> <p>f) Teacher responds to disruptive behavior in a way that minimizes disruption to the learning process and de-escalates negative student</p>	<p>a) Students consistently appear to follow posted school-wide expectations, classroom rules, and procedures.</p> <p>b) Teacher consistently discourages inappropriate behavior by correcting social errors, consistently following classroom procedures and expectations, using active supervision, calm, immediate responses, or re-teaching, attending to and praising expected behaviors.</p> <p>c) Classroom management plan includes a range of interventions and consequences for most low-level behaviors.</p> <p>d) Teacher consistently uses positive behavior strategies including classroom interventions, (i.e. immediate specific praise, acknowledgement, contingent activities, and appropriate consequences) to increase and maintain appropriate student behavior.</p> <p>e) Teacher consistently applies interventions and consequences for minor behaviors and documents appropriately.</p> <p>f) Teacher consistently responds to disrespectful behavior in a way that minimizes disruption to the learning process</p>

3.3 Environment
(Artifacts & Observation)

student behavior.

- a) Teacher rarely arranges the physical environment to accommodate instructional strategies and student needs.
- b) Few students are able to see and hear the teacher or see visual aids.
- c) Teacher rarely prompts students regarding productive group work structures and protocols.
- d) Teacher has established few safe and effective routines for distribution and collection of materials and supplies.
- e) Classroom is not safe or well organized to most students.

behavior.

- a) Teacher sometimes arranges the physical environment to accommodate instructional strategies and student needs.
- b) All students are able to see and hear the teacher and see visual aids.
- c) Teacher ensures most students know and use productive group work structures and protocols.
- d) Teacher has established safe and effective routines for distribution and collection of materials and supplies.
- e) Classroom is safe and well organized to most students.

and de-escalates negative student behavior.

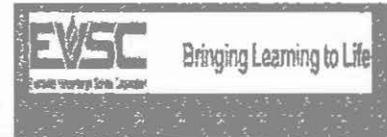
- g) Teacher often involves students in designing classroom rules, routines, procedures, and acknowledgements.
- h) Teacher adapts and creates new strategies to review and strengthen students' ability to regulate their own behavior.
- i) Teacher understands how students differ as learners and is proactive addressing how that impacts classroom dynamics.

3.4 Respectful Culture
(Observation)
Essential Competency

- a) Teacher lacks positive rapport with students and rarely shows genuine interest in their thoughts and opinions.
- b) The students routinely exhibit disrespect for the teacher and each other.
- c) Teacher rarely acknowledges or utilizes the unique experiences and cultures of the students to add value to the learning experience.

- a) Teacher has a positive rapport with students and often shows genuine interest in their thoughts and opinions.
- b) The students generally exhibit respect for the teacher and each other.
- c) Teacher regularly acknowledges and utilizes the unique experiences and cultures of the students to add value to the learning experience.

- a) Teacher often arranges the physical environment to accommodate instructional strategies and student needs.
- b) All students are able to see and hear the teacher and see visual aids.
- c) Teacher ensures all students know and use productive group work structures and protocols.
- d) Teacher has established safe and effective routines for distribution and collection of materials and supplies.
- e) Classroom is always safe and well organized to most students.
- f) Teacher organizes the physical layout of the classroom with clear traffic patterns that enable maximum utilization of the space.
- g) Teacher adapts and creates new and/or novel uses of the classroom space.
- a) Teacher has a positive rapport with students and consistently shows genuine interest in their thoughts and opinions.
- b) The students consistently exhibit respect for the teacher and each other.
- c) Teacher consistently acknowledges and utilizes the unique experiences and cultures of the students to add value to the learning experience.
- d) Teacher constantly shows respect to students and communicates in a way that is professional, positive, and inclusive of all students.
- e) Teacher creates and/or intentionally encourages an environment in which each student understands, owns, and values his or her role in supporting a respectful culture for learning.



Domain 4: Collaboration and Professional Responsibilities

Competency:

4.1 Collaboration with Colleagues (Artifacts, Non-Classroom Observation, Conferencing)

Essential Competency

4.2 Continuous Professional Skills and Knowledge Development (Artifacts, Non-Classroom Observation)

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> a) Teacher rarely identifies and participates in opportunities to work with and learn from others. b) Teacher rarely asks for assistance and seldom provides assistance to others. c) Teacher does not maintain a positive rapport or follows established norms of collaboration. d) Teacher rarely participates in professional collaboration (i.e. team planning, PLC's) and decision-making. e) Teacher rarely collaborates in a team that uses data to inform and improve professional practices and respond to students who need intervention or enrichment. | <ul style="list-style-type: none"> a) Teacher regularly identifies and participates in opportunities to work with and learn from others. b) Teacher asks for assistance, when needed, and regularly provides assistance to others. c) Teacher maintains a positive rapport and follows established norms of collaboration. d) Teacher participates in professional collaboration (i.e. team planning, PLC's) and decision-making. e) Teacher collaborates in a team that uses data to inform and improve professional practices and respond to students who need intervention or enrichment. | <ul style="list-style-type: none"> a) Teacher intentionally pursues and participates in opportunities to work with and learn from others. b) Teacher asks for assistance, when needed, and consistently provides assistance or support to others. c) Teacher maintains a positive rapport and follows established norms of collaboration (i.e. extinguishing negative conversations about other teachers or students). d) Teacher consistently participates in professional collaboration (i.e. team planning, PLC's) and decision-making. e) Teacher interacts positively with colleagues to promote and support student learning in situations throughout the school day. |
| <ul style="list-style-type: none"> a) Teacher rarely seeks opportunities for continuous professional development. b) Teacher rarely seeks feedback from supervisors and colleagues for the purpose of refining practice. c) Teacher rarely examines his/her instructional practices including activities and content and the impact on student achievement. d) Teacher rarely assesses the lesson to examine specific indicators of effectiveness. e) Teacher rarely seeks ways to implement new practices into instruction. | <ul style="list-style-type: none"> a) Teacher seeks regular opportunities for continuous professional development. b) Teacher regularly seeks feedback from supervisors and colleagues for the purpose of refining practice. c) Teacher frequently examines his/her instructional practices including activities and content and the impact on student achievement. d) Teacher frequently assesses the lesson to examine specific indicators of effectiveness. e) Teacher frequently seeks ways to implement new practices into instruction. | <ul style="list-style-type: none"> a) Teacher consistently seeks opportunities for continuous professional development. b) Teacher actively seeks feedback from supervisors and colleagues for the purpose of refining practice. c) Teacher consistently examines his/her instructional practices including activities and content and the impact on student achievement. d) Teacher consistently assesses the lesson to examine specific indicators of effectiveness. e) Teacher consistently seeks ways to implement new practices into instruction. f) Teacher routinely determines the effectiveness of the lesson or unit and identifies causes of success or difficulty. g) Teacher consistently determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reason for discrepancies. h) Teacher initiates action research. i) Teacher is a critical consumer of |

information and resources associated with content.

4.3 Awareness and Advocacy of Students and Profession (Artifacts & Non-Classroom Observation)

- a) Teacher does not display honesty, integrity, and confidentiality.
- b) Teacher does not foster a positive image of the profession.
- c) Teacher does not attempt to remedy obstacles impacting student achievement.
- d) Teacher does not advocate for students' individual needs.

- a) Teacher displays honesty, integrity, and confidentiality.
- b) Teacher fosters a positive image of the profession.
- c) Teacher frequently attempts to remedy obstacles impacting student achievement.
- d) Teacher frequently advocates for students' individual needs.

- a) Teacher displays honesty, integrity, and confidentiality.
- b) Teacher fosters a positive image of the profession.
- c) Teacher consistently attempts to remedy obstacles impacting student achievement.
- d) Teacher consistently advocates for students' individual needs.
- e) Teacher seeks opportunities to contribute to and shares expertise, new ideas, and potential solutions that are intended to remedy obstacles impacting student achievement.

4.4 Stakeholder Engagement and Communications (Artifacts & Non-Classroom Observation)

- a) Teacher rarely makes information about the instructional programs available to families.
- b) Teacher rarely communicates information about student progress to families.
- c) Teacher's communications are often inappropriate to families' cultural norms.
- d) Teacher rarely responds promptly to contact from parents.
- e) Teacher rarely participates in types of parent outreach established by the school to engage parents in student learning.

- a) Teacher makes information about the instructional programs available to families.
- b) Teacher communicates information about student progress to families.
- c) Teacher's communications are appropriate to most families' cultural norms.
- d) Teacher responds promptly to contact from parents.
- e) Teacher frequently participates in various types of parent outreach established by the school to engage parents in student learning.

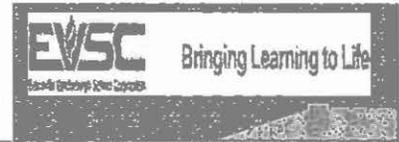
- a) Teacher regularly makes information about the instructional programs available to families.
- b) Teacher regularly communicates information about student progress to families.
- c) Teacher's communications are appropriate to all families' cultural norms.
- d) Teacher responds promptly to contact from parents.
- e) Teacher consistently participates in various types of parent outreach established by the school to engage parents in student learning.
- f) Teacher considers input from families to plan for differentiated instruction.
- g) Teacher collaborates and cooperates with community partners to support individual and collective student needs.
- h) Teacher develops activities designed to engage families successfully and appropriately in their children's learning.

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<p>4.5 Teacher Leadership (Artifacts & Observation)</p>	<ul style="list-style-type: none"> a) Teacher rarely contributes to events that positively impact school life. b) Teacher rarely contributes ideas and expertise to further the school's mission and initiatives. c) Teacher rarely takes a leadership role in school and/or team decision-making. 	<ul style="list-style-type: none"> a) Teacher frequently contributes to events that positively impact school life. b) Teacher frequently contributes ideas and expertise to further the school's mission and initiatives. c) Teacher takes a leadership role in school and/or team decision-making. 	<ul style="list-style-type: none"> a) Teacher consistently contributes to events that positively impact school life. b) Teacher consistently contributes ideas and expertise to further the school's mission and initiatives. c) Teacher seeks leadership roles in school and/or team decision-making. d) Teacher routinely initiates and/or contributes to school events. e) Teacher leads events that positively impact school life. f) Teacher takes a leadership role in district initiatives.
<p>4.6 Teacher Compliance to Policy and Procedures Essential Competency</p>	<ul style="list-style-type: none"> a) Teacher does not adhere to school-wide rules and procedures. b) Teacher does not adhere to expectations regarding accurate and timely recording and reporting of student related data. c) Teacher rarely provides student access to information about completed and/or missing assignments or how they are progressing academically. d) Teacher's process for monitoring student mastery of learning objectives is inefficient or ineffective. 	<ul style="list-style-type: none"> a) Teacher adheres to school-wide rules and procedures. b) Teacher adheres to expectations regarding accurate and timely recording and reporting of student related data. c) Teacher provides students access to information about completed and/or missing assignments and how they are progressing academically. d) Teacher has an efficient and effective process for monitoring student mastery of learning objectives. 	<ul style="list-style-type: none"> a) Teacher adheres to school-wide rules and procedures. b) Teacher adheres to expectations regarding accurate and timely recording and reporting of student related data. c) Teacher provides students access to information about completed and/or missing assignments and how they are progressing academically. d) Teacher has an efficient and effective process for monitoring student mastery of learning objectives. e) Teacher consistently involves students so they understand and utilize resources that help them track their learning (i.e. MBC, Parent Access).

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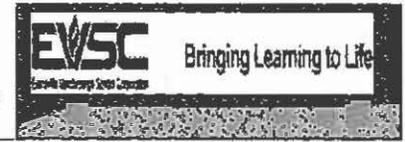
Domain 1: Student Achievement

Competency	1	3	5
1.1 Vision, Mission, and Goals	<p>a) The vision, mission, and goals of the school are present however have not been reviewed or revised in collaboration with teaching staff and /or do not consider student achievement data and stakeholder input.</p> <p>b) The vision, mission and goals of the school are not consistently focused on student achievement.</p> <p>c) The vision, mission and goals of the school are vague and are not revisited regularly with all stakeholders including new staff.</p> <p>d) The school vision, mission and goals are rarely utilized as a reference point for decisions.</p>	<p>a) The vision, mission, and goals of the school are developed/reviewed/revised in collaboration with teaching staff and consider student achievement data and stakeholder input.</p> <p>b) The vision, mission and goals of the school are focused on student achievement.</p> <p>c) The vision, mission and goals of the school are concise and revisited regularly with all stakeholders including new staff.</p> <p>d) The school vision, mission and goals are utilized as a reference point for decisions.</p>	<p>a) The vision, mission, and goals of the school are developed/reviewed/revised in collaboration with teaching staff and consider student achievement data and stakeholder input.</p> <p>b) The vision, mission and goals of the school are intentionally focused on student achievement.</p> <p>c) The vision, mission and goals of the school are concise and revisited regularly with all stakeholders including new staff.</p> <p>d) The school vision, mission and goals are consistently and intentionally utilized as a reference point for decisions.</p> <p>e) There is a specific action plan and timeline to ensure the regular review and revision of the school vision, mission and goals.</p>
1.2 School Improvement Plan and Goals	<p>a) The school leader rarely shares the school's strengths and weaknesses based on relevant data with staff and members of the school community.</p> <p>b) The school improvement plan is not consistently aligned to the data overview and lacks an intentional focus on increasing student achievement.</p> <p>c) The school improvement plan lacks aligned SMART goals, strategies, assigned tasks, benchmarks and/or a timeline for implementation/review.</p> <p>d) The school leader rarely articulates the basic data points, benchmarks, strategies and goals of the School Improvement Plan and does not refer to the School Improvement Plan during staff, team and other meetings as a reference point for decisions.</p> <p>e) The school leader does not have a system for regular review of data to assess progress toward goals and make adjustments in the school improvement plan.</p> <p>f) The school leader does not have a plan to ensure all staff, including non-certified staff, shares a common understanding and ownership in school improvement efforts.</p>	<p>a) The school leader publically shares the school's strengths and weaknesses based on relevant data with staff and members of the school community at least once per year.</p> <p>b) The school improvement plan is developed and aligned to the data overview with an intentional focus on increasing student achievement.</p> <p>c) The school improvement plan has aligned SMART goals, strategies, assigned tasks, benchmarks and a timeline for implementation/review.</p> <p>d) The school leader articulates the basic data points, benchmarks, strategies and goals of the School Improvement Plan and refers to the School Improvement Plan during staff, team and other meetings as a reference point for decisions.</p> <p>e) The school leader has a system for regular review of data to assess progress toward goals and make adjustments in the school improvement plan.</p> <p>f) The school leader ensures all staff, including non-certified staff, shares a common understanding and ownership in school improvement efforts.</p>	<p>a) The school leader publically shares the school's strengths and weaknesses based on relevant data with staff and members of the school community at the beginning of the school year and shares formative data mid-year.</p> <p>b) The school improvement plan is developed and aligned to the data overview with an intentional focus on increasing student achievement.</p> <p>c) The school improvement plan has aligned SMART goals, strategies, assigned tasks, benchmarks and a timeline for implementation/review. There is a refined root cause analysis process that aligns data, strategies and progress monitoring.</p> <p>d) The school leader frequently articulates the basic data points, benchmarks, strategies and goals of the School Improvement Plan and refers to the School Improvement Plan regularly during staff, team and other meetings as a reference point for decisions.</p> <p>e) The school leader has a robust system for regular review of data to assess progress toward goals and make adjustments in the school improvement plan with checkpoints at least 1 X month for all grade levels.</p> <p>f) The school leader ensures all staff, including non-certified staff, shares a common understanding and ownership in school improvement efforts.</p>
1.3 Data Driven Focus on	<p>a) The school leader does not meet regularly with / monitors grade level/content area Professional Learning Communities to ensure that SMART</p>	<p>a) The school leader meets with / monitors grade level/content area Professional Learning Communities at least 2 times per</p>	<p>a) The school leader meets with / monitors grade level/content area Professional Learning Communities at least weekly to ensure that SMART goals are established, and data is</p>

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Improving Student Achievement	<p>goals are established, and data is analyzed, interpreted, and used to regularly monitor progress toward individual student achievement goals in Tier I.</p> <p>b) The school leader is not consistent in ensuring data is presented in user-friendly formats and in a timely manner. Data is not consistently used to drive all decisions regarding climate, culture and student achievement.</p> <p>c) The school leader does not ensure that there is a specific schedule or process for the analysis of on-going formative assessment data tied to curriculum that includes specific goals, defined strategies, progress monitoring and evaluation.</p> <p>d) The school leader does not meet regularly with the school data and/or leadership team to ensure that data is analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p> <p>e) The school leader does not articulate present levels of student performance, including an understanding of common assessments utilized to collect data.</p>	<p>quarter to ensure that SMART goals are established, and data is analyzed, interpreted, and used to regularly monitor progress toward individual student achievement goals in Tier I.</p> <p>b) The school leader ensures that data are presented in user-friendly formats and in a timely manner to drive all decisions regarding climate, culture and student achievement.</p> <p>c) The school leader ensures that there is a specific schedule and process for the analysis of on-going formative assessment data tied to curriculum that includes specific goals, defined strategies, progress monitoring and evaluation.</p> <p>d) The school leader meets with the school data and/or leadership team a minimum of 1 time per month to ensure that data is analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p> <p>e) The school leader understands and can articulate present levels of student performance, including an understanding of common assessments utilized to collect data.</p>	<p>analyzed, interpreted, and used to regularly monitor progress toward individual student achievement goals in Tier I.</p> <p>b) The school leader ensures that data are presented in user-friendly formats and in a timely manner to intentionally drive all decisions regarding climate, culture and student achievement.</p> <p>c) The school leader ensures that there is a specific schedule and process for the analysis of on-going formative assessment data tied to curriculum that includes specific goals, defined strategies, progress monitoring and evaluation.</p> <p>d) The school leader meets with the school data and/or leadership team minimum of 2 times/month to ensure that data is analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p> <p>e) The school leader understands and can articulate present levels of student performance, including an understanding of common assessments utilized to collect data.</p>
<p>1.4 Guaranteed and Viable Curriculum</p>	<p>a) The school leader has a limited awareness of Indiana's subject area standards and district tools (including curriculum maps) and does not consistently communicate the expectation that all teachers implement a rigorous, aligned curriculum and assessment system.</p> <p>b) The school leader does not regularly monitor to ensure that the curriculum being taught is aligned with district curriculum maps and/or Indiana Academic Standards for each subject area based on classroom observations and walk-throughs, monitoring Professional Learning Communities and review of lesson plans, activities, materials, resources and formative assessments.</p> <p>c) The school leader rarely checks to ensure that assessments are aligned with district curriculum maps and /or Indiana Academic Standards for each subject area and does not consistently review of the work of grade level /content area Professional Learning Communities.</p> <p>d) Staff is observed and provided with feedback</p>	<p>a) The school leader demonstrates knowledge of Indiana's subject area standards and district tools (including curriculum maps) and articulates the expectation that all teachers implement a rigorous, aligned curriculum and assessment system.</p> <p>b) The school leader monitors to ensure that the curriculum being taught is aligned with district curriculum maps and/or Indiana Academic Standards for each subject area based on classroom observations and walk-throughs, monitoring Professional Learning Communities and review of lesson plans, activities, materials, resources and formative assessments.</p> <p>c) The school leader ensures that assessments are aligned with district curriculum maps and /or Indiana Academic Standards for each subject area through the review of the work of grade level /content area Professional Learning Communities.</p> <p>d) All staff is observed and provided with</p>	<p>a) The school leader has a thorough understanding of Indiana's subject area standards and district tools (including curriculum maps) and articulates the expectation that all teachers implement a rigorous, aligned curriculum and assessment system.</p> <p>b) The school leader has a system in place to regularly monitor to ensure that the curriculum being taught is aligned with district curriculum maps and/or Indiana Academic Standards for each subject area based on classroom observations and walk-throughs, monitoring Professional Learning Communities and review of lesson plans, activities, materials, resources and formative assessments.</p> <p>c) The school leader consistently ensures that assessments are aligned with district curriculum maps and /or Indiana Academic Standards for each subject area through the review of the work of grade level /content area Professional Learning Communities.</p> <p>d) All staff is observed and provided with meaningful feedback using walkthroughs or formal teacher observations on a regular basis (at least 5-10 min. 1 X week) to monitor curricular, instructional and pacing alignment.</p>

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1.5 Maximizing Student Achievement

using walkthroughs or formal teacher observations inconsistently (fewer than 2 X per month for less than 5-10 min.) to monitor curricular, instructional and pacing alignment.

- a) The school leader does not communicate high expectations for students or monitor whether student work is intellectually challenging, cognitively demanding, demonstrates mastery of standards, or that students receive meaningful feedback on their work.
- b) The school leader does not consistently express a belief in the potential of all students and does not respond when adults display low assumptions about student potential.
- c) The school leader does not utilize data to prioritize use of discretionary resources including fiscal resources to implement and support school improvement plan efforts. Most resource allocation are not consistently aligned to the school improvement plan.
- d) The school leader creates a schedule that does not maximize time for core instruction, remediation, interventions and enrichment and does not ensure that teachers have opportunities for collaboration (Professional Learning Communities).
- e) The school leader does not protect instruction time by limiting interruptions during the instructional day.
- f) The school leader is not intentional regarding assignment/scheduling (based on licensure/certification) to maximize the capacity of all staff.

1.6 Safe and Disciplined Environment

- a) The school leader does not ensure that the school has a school-wide positive behavior plan that includes common procedures, consistent modeling of procedures, positive incentives and methods to monitor implementation.
- b) The school leader has developed a school-wide positive behavior plan but little effort has been made to communicate it to students and parents. Expectations for behavior are not clearly visible.
- c) The school leader does not have a means in

feedback using walkthroughs or formal teacher observations on a regular basis (at least 5-10 min. 2 X per month) to monitor curricular, instructional and pacing alignment.

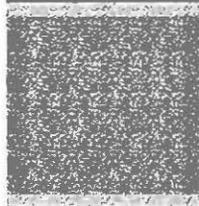
- a) The school leader sets high expectations for students by ensuring student work is intellectually challenging, cognitively demanding, demonstrates mastery of standards; and that students receive meaningful feedback on their work.
- b) The school leader fosters a belief in the potential of all students by communicating this belief frequently, and responds most of the time when adults display low assumptions about student potential.
- c) The school leader utilizes data to prioritize use of discretionary resources including fiscal resources to implement and support school improvement plan efforts. Most resource allocation can be aligned to the school improvement plan.
- d) The school leader creates a schedule that maximizes time for core instruction, remediation, interventions and enrichment and ensures that teachers have opportunities for collaboration (Professional Learning Communities).
- e) The school leader protects instruction time by limiting interruptions during the instructional day.
- f) The school leader is intentional regarding assignment/scheduling (based on licensure/certification) to maximize the capacity of all staff and positively impact student achievement.

- a) The school leader ensures that the school has a school-wide positive behavior plan that includes common procedures, consistent modeling of procedures, positive incentives, a plan to reteach procedures, and methods to monitor implementation.
- b) The school leader and the school staff have developed a school-wide positive behavior plan and communicated it to students and parents. Expectations for behavior are visible.
- c) The school leader ensures that all staff is

- a) The school leader sets high expectations for students and regularly monitors student work to ensure it is intellectually challenging, cognitively demanding, demonstrates mastery of standards; and monitors to ensure that students receive meaningful feedback on their work.
- b) The school leader fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately and consistently responds when adults display low assumptions about student potential.
- c) The school leader utilizes data consistently and with intentionality to prioritize use of discretionary resources including fiscal resources to implement and support school improvement plan efforts. Most resource allocation can be aligned to the school improvement plan.
- d) The school leader creates a schedule that maximizes time for core instruction, remediation, interventions and enrichment and ensures that teachers have opportunities for collaboration (Professional Learning Communities), and flexible planning as needed.
- e) The school leader consistently protects instruction time by limiting interruptions during the instructional day and prioritizing student learning opportunities.
- f) The school leader is intentional regarding assignment/scheduling (based on licensure/certification) to maximize the capacity of all staff and positively impact student achievement.
- g) The school leader ensures that the schedule and plan for remediation/enrichment is based on formative data and provides flexible grouping that is revised at least one X per month based on data.

- a) The school leader ensures that the school has a school wide positive behavior plan that includes common procedures, consistent modeling of procedures, positive incentives, a plan to reteach procedures, and methods to monitor implementation.
- b) The school leader and the school staff have developed a school-wide positive behavior plan and communicated it to students and parents. Expectations for behavior are visible and shared by staff and students.
- c) The school leader ensures that all staff is familiar with and implements the school-wide positive behavior plan with

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<p>place to ensure that all staff becomes familiar with the school-wide positive behavior support plan.</p> <p>d) The school leader attempts to ensure a safe, orderly and equitable learning environment but has no system in place for monitoring or reviewing data.</p>	<p>familiar with the school-side positive behavior support plan.</p> <p>d) The school leader ensures a safe, orderly and equitable learning environment and has systems in place for monitoring, including a review of relevant data.</p>	<p>fidelity.</p> <p>d) The school leader ensures a safe, orderly and equitable learning environment and has systems in place for monitoring, including a review of relevant data. At least one time per month, relevant data is reviewed.</p>
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Domain 2: Teacher Effectiveness

Competency	1	3	5
<p>2.1 Hiring and Retention</p>	<p>a) The school leader rarely considers data regarding teacher effectiveness as a primary factor in recruitment of staff outside the EVSC, hiring, and making teacher assignment decisions. The school leader does not have a robust process of identification of candidates including demo lessons or data tasks.</p> <p>b) The school leader rarely implements strategies to incentivize retaining teachers who are highly effective and rarely assists teachers in reaching highly effective status.</p> <p>c) The school leader has no defined process of induction to support teachers new to the school.</p>	<p>a) The school leader routinely considers data regarding teacher effectiveness as a factor in recruitment of staff outside the EVSC, hiring, and making teacher assignment decisions.</p> <p>b) The school leader implements strategies to incentivize retaining teachers who are highly effective and to assist teachers in reaching highly effective status.</p> <p>c) The school leader routinely implements a process of induction to support teachers new to the school.</p>	<p>a) The school leader intentionally considers data regarding teacher effectiveness as a primary factor in recruitment of staff outside the EVSC, hiring, and making teacher assignment decisions. In addition, the school leader considers other evidence in the process of identifying candidates for hire, including strategies such as demo lessons or data tasks.</p> <p>b) The school leader implements strategies to incentivize retaining teachers who are highly effective and to assist teachers in reaching highly effective status.</p> <p>c) The school leader implements an intentional process of induction, follow up and support for teachers new to the school, including strategies such as mentors and monthly meetings between new teachers and administration.</p>
<p>2.2 On-Going Feedback</p>	<p>a) The school leader sometimes schedules walkthroughs, but frequently does not follow through with time spent on walkthroughs.</p> <p>b) The school leader provides informal feedback but is not intentional or specific.</p> <p>c) Walkthroughs frequently do not focus on monitoring and supporting instructional decisions made by teachers, and frequently do not address student grouping, differentiation and targeted intervention/remediation.</p>	<p>a) The school leader schedules walkthroughs, and frequently follows through with time spent on walkthroughs.</p> <p>b) The school leader provides informal feedback that is intentional and specific to teachers regarding classroom level implementation of strategies and general pedagogy through a variety of means, such as data chats.</p> <p>c) The school leader schedules and conducts walkthroughs focused on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted intervention/remediation.</p>	<p>a) The school leader adheres to schedules and conducts walkthroughs focused on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted intervention/remediation.</p> <p>b) With regular frequency, the school leader provides informal feedback that is intentional and specific to teachers regarding classroom level implementation of strategies and general pedagogy through a variety of means such as data chats.</p> <p>c) At least two times per year, the school leader adheres to schedules and conducts data chats with teachers that provide specific and intentional feedback on how the teacher utilizes student performance data to improve academic achievement.</p>

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2.3 Evaluation

- a) The school leader does not provide teachers with clear, on-going evaluations of pedagogical strengths and weaknesses. Evaluations are vague and lack focused feedback.
- b) The school leader does not routinely consider multiple data sources including student performance for teacher evaluations.
- c) The school leader's teacher evaluations do not accurately reflect teacher performance on a consistent basis.
- d) The school leader does not comply with all district procedural expectations and/or meet timelines regarding teacher evaluation.

- a) The school leader provides teachers with clear, on-going evaluations of pedagogical strengths and weaknesses.
- b) The school leader ensures that teacher evaluations consider multiple data sources including student performance.
- c) The school leader's teacher evaluations accurately reflect teacher performance with consistency.
- d) The school leader ensures that all district procedural expectations and timelines are met regarding teacher evaluation.

- a) The school leader consistently provides teachers with clear, on-going evaluations of pedagogical strengths and weaknesses and actionable recommendations for improvement when appropriate.
- b) The school leader is intentional in providing teacher evaluations that consider multiple data sources including student performance. The school leader ensures that student data sources are from high quality, valid assessments aligned to standards and student learning goals.
- c) The school leader's teacher evaluations accurately reflect teacher performance with consistency.
- d) The school leader ensures that all district procedural expectations and timelines are met regarding teacher evaluation.

2.4 Professional Development

- a) The school leader does not monitor professional development to ensure an intentional alignment to strategies in the School Improvement Plan or districtwide initiatives and focus.
- b) The school leader does not ensure that teachers receive/participate in on-going, job embedded and differentiated learning opportunities based on individual teacher needs (student performance data and teacher observation/evaluation results).
- c) The school leader does not monitor the impact of professional development on student achievement and teacher effectiveness.
- d) The school leader does not utilize district level professional development resources including personnel to improve teacher effectiveness.

- a) The school leader ensures professional development has an intentional alignment to strategies in the School Improvement Plan or districtwide initiatives.
- b) The school leader ensures on-going, job embedded and differentiated learning opportunities based on individual teacher needs (student performance data and teacher observation/evaluation results).
- c) The school leader monitors the impact of professional development on student achievement and teacher effectiveness.
- d) The school leader utilizes district level professional development resources including personnel to improve teacher effectiveness.

- a) The school leader ensures professional development has an intentional alignment to strategies in the School Improvement Plan or districtwide initiatives. Professional Development is focused and there is intentional plan to share information, provide on-going support for implementation and to track implementation data.
- b) The school leader ensures on-going, job embedded and differentiated learning opportunities based on individual teacher needs (student performance data and teacher observation/evaluation results) and follows up with a plan to track implementation.
- c) The school leader monitors the impact of professional development on student achievement and teacher effectiveness.
- d) The school leader utilizes district level professional development resources including personnel to improve teacher effectiveness and is actively involved in planning/monitoring.

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<p>2.5 Collaboration to Support Achievement</p>	<p>a) The school leader does not ensure all staff is organized into meaningful teams (Professional Learning Communities) and provides no structures that help groups become highly functioning teams.</p> <p>b) The school leader does not ensure that the schedule affords time for teams to collaborate.</p> <p>c) The school leader rarely clarifies the work that teams must accomplish.</p> <p>d) The school leader infrequently monitors the work of teams and provides inconsistent direction and support.</p> <p>e) The school leader rarely monitors to ensure teacher teams regularly meet to address common issues regarding curriculum, assessment and instruction, review relevant data, determine action steps and monitor progress.</p>	<p>a) The school leader ensures all staff is organized into meaningful teams (Professional Learning Communities) and provides structures that help groups become highly functioning teams.</p> <p>b) The school leader ensures that the schedule affords time for teams to collaborate at least 40 minutes 3 times per week.</p> <p>c) The school leader frequently clarifies the work that teams must accomplish.</p> <p>d) The school leader regularly monitors the work of teams and provides direction and support as needed.</p> <p>e) The school leader regularly monitors to ensure teacher teams regularly meet to address common issues regarding curriculum, assessment and instruction, review relevant data, determine action steps and monitor progress.</p>	<p>a) The school leader ensures all staff is organized into meaningful teams (Professional Learning Communities) and provides structures that help groups become highly functioning teams.</p> <p>b) The school leader ensures that the schedule affords time for teams to collaborate. There is a schedule for content/grade level teams to meet at least 40 min. 3 X week and time for vertical collaboration at least 1 X month.</p> <p>c) The school leader frequently clarifies the work that teams must accomplish with alignment to the SIP goals.</p> <p>d) The school leader frequently monitors the work of teams and provides direction and support as needed.</p> <p>e) The school leader frequently monitors to ensure teacher teams regularly meet to address common issues regarding curriculum, assessment and instruction, review relevant data, determine action steps and monitor progress.</p>
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Domain 3: Collaboration and Professionalism

Competency:	1	3	5
<p>3.1 Input/Decision Making</p>	<p>a) The school leader does not have a process to ensure that teachers and staff have formal and informal means to provide input to decisions regarding the school.</p> <p>b) The school leader does not have a process to ensure that students, parents and community stakeholders have formal and informal means to provide input to decisions regarding the school.</p> <p>c) The school leader does not ensure that methods of formal and informal input are clearly communicated with teachers and school staff.</p> <p>d) The school leader does not ensure that methods of formal and informal input are clearly communicated with students, parents and community stakeholders.</p>	<p>a) The school leader ensures that teachers and staff have formal and informal means to provide input to decisions regarding the school.</p> <p>b) The school leader ensures that students, parents and community stakeholders have formal and informal means to provide input to decisions regarding the school.</p> <p>c) The school leader ensures that methods of formal and informal input are clearly communicated with teachers and school staff.</p> <p>d) The school leader ensures that methods of formal and informal input are clearly communicated with students, parents and community stakeholders.</p>	<p>a) The school leader ensures that teachers and staff have formal and informal means to provide input to decisions regarding the school.</p> <p>b) The school leader ensures that students, parents and community stakeholders have formal and informal means to provide input to decisions regarding the school.</p> <p>c) The school leader ensures that methods of formal and informal input are clearly communicated with teachers and school staff.</p> <p>d) The school leader ensures that methods of formal and informal input are clearly communicated with students, parents and community stakeholders.</p> <p>e) Formal means to secure input from teachers and staff are scheduled regularly and ensure all grades/content areas are represented.</p> <p>f) Formal means to secure input from students, parents and stakeholders are scheduled regularly and attempt to include</p>

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<p>3.2 Creates a Positive School Climate That Fosters Collaboration and Learning</p>	<ul style="list-style-type: none"> a) The school leader does not ensure a welcoming and respectful school environment. b) The school leader does not ensure that students and adults feel safe and ready to engage in teaching and learning. c) The school leader does not create an environment where the school staff is empowered to take calculated risks and be innovative in order to improve student achievement. d) The school leader does not regularly utilize effective and appropriate responses, procedures and consequences when managing student behavior/discipline. e) The school leader is not generally perceived by staff, students and parents as making decisions based on what is best for students. f) The school leader is not generally recognized as an instructional leader of the school who continually improves his or her professional practice. g) The school leader does not genuinely or consistently acknowledge the success of the whole school as well as individuals within the school. 	<ul style="list-style-type: none"> a) The school leader ensures a welcoming and respectful school environment. b) The school leader ensures students and adults feel safe and ready to engage in teaching and learning. c) The school leader creates an environment where the school staff is empowered to take calculated risks and be innovative in order to improve student achievement. d) The school leader utilizes effective and appropriate responses, procedures and consequences when managing student behavior/discipline. e) The school leader is perceived by staff, students and parents as making decisions based on what is best for students. f) The school leader is recognized as an instructional leader of the school who continually improves his or her professional practice. g) The school leader regularly acknowledges the success of the whole school as well as individuals within the school. 	<p>a representative sample of the school population.</p> <ul style="list-style-type: none"> a) The school leader ensures a welcoming and respectful school environment that is noticeably warm and welcoming to all. b) The school leader ensures students and adults feel safe and ready to engage in teaching and learning. c) The school leader creates an environment where the school staff is empowered to take calculated risks and be innovative in order to improve student achievement. d) The school leader utilizes effective and appropriate responses, procedures and consequences when managing student behavior/discipline. The school leader crafts responses/solutions that effectively reduce the reoccurrence of behavior/discipline issues. e) The school leader is perceived by staff, students and parents as making decisions based on what is best for students. f) The school leader is recognized as an instructional leader of the school who continually improves his or her professional practice. The school leader shares his/her expertise with others in the district. g) The school leader frequently acknowledges the success of the whole school as well as individuals within the school that are contributing to overall school success including attainment of SIP goals.
<p>3.3 On-Going Communication</p>	<ul style="list-style-type: none"> a) The school leader does not encourage or provide opportunities for families to communicate with teachers regarding the academic performance of their child. b) The school leader does not regularly make information about instructional programs easily and readily available to families. c) The school leader is not typically able to effectively communicate regarding the academic progress of individual and groups of students. d) The school leader does not consistently monitor to ensure teachers are communicating information about student progress to families. e) The school leader does not monitor to ensure that communications are appropriate to most families' cultural norms. f) The school leader does not typically respond to contact from parents within a timely manner. 	<ul style="list-style-type: none"> a) The school leader provides opportunities for families to communicate with teachers regarding the academic performance of their child. b) The school leader regularly makes information about instructional programs available to families regarding the school as well as regarding the programs available as students matriculate to the next level (including EVSC districtwide programs). c) The school leader is able to effectively communicate regarding the academic progress of individual and groups of students. d) The school leader monitors to ensure teachers are communicating information about student progress to families. e) The school leader ensures that communications are appropriate to most families' cultural norms. f) The school leader typically responds to contact from parents within a timely manner. 	<ul style="list-style-type: none"> a) The school leader provides ensures that there are multiple opportunities for families to communicate with teachers regarding the academic performance of their child. b) The school leader consistently makes information about instructional programs available to families regarding the school as well as regarding the programs available as students matriculate to the next level (including EVSC districtwide programs). c) The school leader is able to effectively communicate specific information regarding the academic progress of individual and groups of students. d) The school leader monitors to ensure teachers are communicating information about student progress to families on a regular basis. e) The school leader ensures that communications are appropriate to most families' cultural norms. f) The school leader has a system to ensure a response to contact from parents within a timely manner.

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<p>3.4 On-Going Professional Development and Personal Growth</p>	<p>a) The school leader rarely takes advantage of professional development opportunities to improve his or her ability as an instructional leader.</p> <p>b) The school leader is not always fully engaged in professional development regarding districtwide initiatives.</p> <p>c) The school leader typically does not initiate and / or seek out new learning opportunities and opportunities for peer collaboration.</p> <p>d) The school leader does not maximize opportunities for collaboration and support provided by district leaders.</p>	<p>a) The school leader takes advantage of professional development opportunities to improve his or her ability as an instructional leader.</p> <p>b) The school leader is fully engaged in professional development regarding districtwide initiatives.</p> <p>c) The school leader seeks out new learning opportunities and opportunities for peer collaboration.</p> <p>d) The school leader takes advantage of opportunities for collaboration and support provided by district leaders.</p>	<p>a) The school leader takes advantage of and seeks out high quality professional development opportunities to improve his or her ability as an instructional leader.</p> <p>b) The school leader is fully engaged in professional development regarding districtwide initiatives and seeks to implement with fidelity and secure on-going support.</p> <p>c) The school leader frequently initiates and seeks out new learning opportunities and opportunities for peer collaboration.</p> <p>d) The school leader initiates and maximizes opportunities for collaboration and support provided by district leaders and creates an action plan for implementation.</p>
<p>3.5 Development of Teacher and Administrative Leadership</p>	<p>a) The school leader does not intentionally recognize leadership qualities in teachers and staff.</p> <p>b) The school leader does not seek to mentor and provide opportunities for the development of leadership in staff assigned to them.</p> <p>c) The school leader does not consistently delegate responsibilities and tasks to teachers and staff as a way of encouraging leadership development.</p>	<p>a) The school leader intentionally recognizes leadership qualities in teachers and staff.</p> <p>b) The school leader seeks to mentor and provide opportunities for the development of leadership in staff assigned to them.</p> <p>c) The school leader delegates responsibilities and tasks to teachers and staff as a way of encouraging leadership development.</p>	<p>a) The school leader intentionally recognizes leadership qualities in teachers and staff and provides opportunities for growth and development.</p> <p>b) The school leader seeks to mentor and provide opportunities for the development of leadership in staff assigned to them.</p> <p>c) The school leader delegates responsibilities and tasks to teachers and staff as a way of encouraging leadership development.</p> <p>d) The school leader invests time in developing and mentoring staff.</p>

Domain 4: Effective Management

Competency:	1	3	5
<p>4.1 EVSC and State Policies/Procedures/Reporting</p>	<p>a) The school leader does not consistently follow established policies and procedures as a basis for making administrative decisions and neglects to consult appropriate district support staff when needed.</p> <p>b) The school leader does not adhere to established policies and procedures in order to ensure safety of students, staff and families.</p> <p>c) The school leader does not consistently meet state and district deadlines. Reports are vague, sometimes incomplete or inaccurate, and not consistently submitted in a timely manner.</p>	<p>a) The school leader follows established policies and procedures as a basis for making administrative decisions and consults appropriate district support staff when needed.</p> <p>b) The school leader ensures established policies and procedures are adhered to in order to ensure safety of students, staff and families.</p> <p>c) The school leader has a documented history of meeting state and district deadlines. Reports are well written, complete, accurate, and submitted in a timely manner.</p>	<p>a) The school leader consistently follows established policies and procedures as a basis for making administrative decisions and consults appropriate district support staff when needed.</p> <p>b) The school leader is proactive to ensure established policies and procedures are adhered to in order to ensure safety of students, staff and families.</p> <p>c) The school leader has a documented history of meeting state and district deadlines. Reports are well written, complete, accurate, and submitted in a timely manner.</p> <p>d) The school leader makes relevant suggestions to district staff to improve the quality of reports/ records.</p> <p>e) The school leader researches state and district policy and procedures and is recognized among peers as a resource.</p> <p>f) The school leader acts as an advocate and initiates actions by providing input to improve policy and procedures both at the district and state level.</p>

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<p>4.2 Management Responsibilities</p>	<p>a) The school leader does not regularly consult and work with appropriate district support staff to ensure a safe, clean and organized learning environment.</p> <p>b) The school leader does not consistently follow state and district evaluation policies and due process procedures for non-certified staff.</p> <p>c) The school leader does not consistently ensure that formal and informal feedback is given to non-certified staff with the purpose of improving individual and organizational performance.</p>	<p>a) The school leader consults and works with appropriate district support staff to ensure a safe, clean and organized learning environment.</p> <p>b) The school leader follows state and district evaluation policies and due process procedures for non-certified staff.</p> <p>c) The school leader ensures that formal and informal feedback is given to non-certified staff with the purpose of improving individual and organizational performance.</p>	<p>a) The school leader consults and works with appropriate district support staff to ensure a safe, clean and organized learning environment.</p> <p>b) The school leader has a system to monitor and ensure that the learning environment is safe, clean and organized.</p> <p>c) The school leader consistently follows state and district evaluation policies and due process procedures for non-certified staff.</p> <p>d) The school leader consistently ensures that formal and informal feedback is given to non-certified staff with the purpose of improving individual and organizational performance.</p> <p>e) The school leader recognizes and celebrates the contributions of non-certified staff that are above the regular responsibilities of the job.</p>
<p>4.3 Fiscal Responsibility</p>	<p>a) The school leader does not consistently follow established policies and procedures as a basis for making decisions regarding fiscal resources and fails to consult appropriate district support staff when needed.</p> <p>b) The school leader does not consistently align funding decisions with the School Improvement Plan or focus on improvement of achievement.</p>	<p>a) The school leader follows established policies and procedures as a basis for making decisions regarding fiscal resources and consults appropriate district support staff when needed.</p> <p>b) The school leader aligns most funding decisions with the School Improvement Plan with a clear focus on improvement of achievement.</p>	<p>a) The school leader follows established policies and procedures as a basis for making decisions regarding fiscal resources and consults appropriate district support staff when needed.</p> <p>b) The school leader consistently aligns funding decisions with the School Improvement Plan with a clear focus on improvement of achievement.</p> <p>c) The school leader seeks out additional sources of funding including grants.</p>
<p>4.4 Management Skills</p>	<p>a) The school leader rarely allocates adequate time and resources needed to achieve goals.</p> <p>b) The school leader rarely manages time effectively in order to maximize time spent on high leverage activities.</p> <p>c) The school leader rarely delegates appropriate responsibilities in order to distribute leadership opportunities and to be able to invest time on high leverage activities.</p> <p>d) The school leader inconsistently faces challenges and setbacks with renewed commitment and utilizes problem solving strategies to accomplish goals.</p> <p>e) The school leader rarely anticipates potential obstacles / problems and works to find solutions.</p>	<p>a) The school leader frequently allocates adequate time and resources needed to achieve goals.</p> <p>b) The school leader frequently manages time effectively in order to maximize time spent on high leverage activities.</p> <p>c) The school leader frequently delegates appropriate responsibilities in order to distribute leadership opportunities and to be able to invest time on high leverage activities.</p> <p>d) The school leader faces challenges and setbacks with renewed commitment and utilizes problem solving strategies to accomplish goals.</p> <p>e) The school leader frequently anticipates potential obstacles / problems and works to find solutions.</p>	<p>a) The school leader intentionally allocates adequate time and resources needed to achieve goals.</p> <p>b) The school leader consistently manages time effectively in order to maximize time spent on high leverage activities.</p> <p>c) The school leader intentionally delegates appropriate responsibilities in order to distribute leadership opportunities and to be able to invest time on high leverage activities.</p> <p>d) The school leader faces challenges and setbacks with renewed commitment and utilizes problem solving strategies to accomplish goals.</p> <p>e) The school leader intentionally works to anticipate potential obstacles / problems and works to find solutions.</p>

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Domain 1: Student Achievement

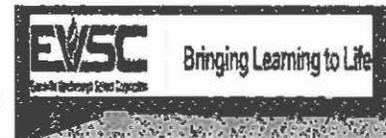
Competency:	1	3	5
1.1 Vision, Mission, School Improvement Plan and Goals	<p>a) The vision, mission and goals of the school are not consistently focused on student achievement.</p> <p>b) The school vision, mission and goals are rarely utilized as a reference point for decisions.</p> <p>c) The school improvement plan is not consistently aligned to the data overview and lacks an intentional focus on increasing student achievement.</p> <p>d) The school leader rarely articulates the basic data points, benchmarks, strategies and goals of the School Improvement Plan and does not refer to the School Improvement Plan during staff, team and other meetings as a reference point for decisions.</p> <p>e) The school leader does not have a system for regular review of data to assess progress toward goals and make adjustments in the school improvement plan.</p>	<p>a) The vision, mission and goals of the school are focused on student achievement.</p> <p>b) The school vision, mission and goals are utilized as a reference point for decisions.</p> <p>c) The school improvement plan is developed and aligned to the data overview with an intentional focus on increasing student achievement.</p> <p>d) The school leader articulates the basic data points, benchmarks, strategies and goals of the School Improvement Plan and refers to the School Improvement Plan during staff, team and other meetings as a reference point for decisions.</p> <p>e) The school leader has a system for regular review of data to assess progress toward goals and make adjustments in the school improvement plan.</p>	<p>a) The vision, mission and goals of the school are intentionally focused on student achievement.</p> <p>b) The school vision, mission and goals are consistently and intentionally utilized as a reference point for decisions.</p> <p>c) The school improvement plan is developed and aligned to the data overview with an intentional focus on increasing student achievement.</p> <p>d) The school leader frequently articulates the basic data points, benchmarks, strategies and goals of the School Improvement Plan and refers to the School Improvement Plan regularly during staff, team and other meetings as a reference point for decisions.</p> <p>e) The school leader has a robust system for regular review of data to assess progress toward goals and make adjustments in the school improvement plan with checkpoints at least 1 X month for all grade levels.</p>
1.2 Data Driven Focus on Improving Student Achievement	<p>a) The school leader does not meet regularly with /monitors grade level/content area Professional Learning Communities to ensure that SMART goals are established, and data is analyzed, interpreted, and used to regularly monitor progress toward individual student achievement goals in Tier I.</p> <p>b) The school leader is not consistent in ensuring data is presented in user-friendly formats and in a timely manner. Data is not consistently used to drive all decisions regarding climate, culture and student achievement.</p> <p>c) The school leader does not meet regularly with the school data, stakeholder and/or leadership team to ensure that data is analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p> <p>d) The school leader does not articulate present levels of student performance, including an understanding of common assessments utilized to collect data.</p>	<p>a) The school leader meets with / monitors grade level/content area Professional Learning Communities at least 2 times per quarter to ensure that SMART goals are established, and data is analyzed, interpreted, and used to regularly monitor progress toward individual student achievement goals in Tier I.</p> <p>b) The school leader ensures that data are presented in user-friendly formats and in a timely manner to drive all decisions regarding climate, culture and student achievement.</p> <p>c) The school leader meets with the school data, stakeholder and/or leadership team a minimum of 1 time per month to ensure that data is analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p> <p>d) The school leader understands and can articulate present levels of student performance, including an understanding of common assessments utilized to collect data.</p>	<p>a) The school leader meets with / monitors grade level/content area Professional Learning Communities at least weekly to ensure that SMART goals are established, and data is analyzed, interpreted, and used to regularly monitor progress toward individual student achievement goals in Tier I.</p> <p>b) The school leader ensures that data are presented in user-friendly formats and in a timely manner to intentionally drive all decisions regarding climate, culture and student achievement.</p> <p>c) The school leader meets with the school data, stakeholder and/or leadership team minimum of 2 times/month to ensure that data is analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p> <p>d) The school leader understands and can articulate present levels of student performance, including an understanding of common assessments utilized to collect data.</p>
1.3 Guaranteed and Viable	<p>a) The school leader has a limited awareness of Indiana's subject area standards and district</p>	<p>a) The school leader demonstrates knowledge of Indiana's subject area standards and district tools</p>	<p>a) The school leader has a thorough understanding of Indiana's subject area standards and district tools</p>

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Curriculum			
	<p>tools (including curriculum maps) and does not consistently communicate the expectation that all teachers implement a rigorous, aligned curriculum and assessment system.</p> <p>b) As assigned, the school leader does not regularly assist in monitoring to ensure that the curriculum being taught is aligned with district curriculum maps and/or Indiana Academic Standards for each subject area based on classroom observations and walk-throughs, monitoring Professional Learning Communities and review of lesson plans, activities, materials, resources and formative assessments.</p> <p>c) As assigned, the school leader rarely assists to check to ensure that assessments are aligned with district curriculum maps and /or Indiana Academic Standards for each subject area and does not consistently review of the work of grade level /content area Professional Learning Communities.</p> <p>d) As assigned, the school leader assists to observe and provide feedback using walkthroughs or formal teacher observations for staff inconsistently (fewer than 2 X per month for less than 5-10 min.) to monitor curricular, instructional and pacing alignment.</p>	<p>(including curriculum maps) and articulates the expectation that all teachers implement a rigorous, aligned curriculum and assessment system.</p> <p>b) As assigned, the school leader assists in monitoring to ensure that the curriculum being taught is aligned with district curriculum maps and/or Indiana Academic Standards for each subject area based on classroom observations and walk-throughs, monitoring Professional Learning Communities and review of lesson plans, activities, materials, resources and formative assessments.</p> <p>c) As assigned, the school leader assists to ensure that assessments are aligned with district curriculum maps and /or Indiana Academic Standards for each subject area through the review of the work of grade level /content area Professional Learning Communities.</p> <p>d) As assigned, the school leader assists to ensure that all staff are observed and provided with feedback using walkthroughs or formal teacher observations on a regular basis (at least 5-10 min. 2 X per month) to monitor curricular, instructional and pacing alignment.</p>	<p>(including curriculum maps) and articulates the expectation that all teachers implement a rigorous, aligned curriculum and assessment system.</p> <p>b) As assigned, the school leader has a system in place to regularly assist in monitoring to ensure that the curriculum being taught is aligned with district curriculum maps and/or Indiana Academic Standards for each subject area based on classroom observations and walk-throughs, monitoring Professional Learning Communities and review of lesson plans, activities, materials, resources and formative assessments.</p> <p>c) As assigned, the school leader consistently assists ensures that assessments are aligned with district curriculum maps and /or Indiana Academic Standards for each subject area through the review of the work of grade level /content area Professional Learning Communities.</p> <p>d) As assigned, the school leader assists to ensure all staff are observed and provided with meaningful feedback using walkthroughs or formal teacher observations on a regular basis (at least 5-10 min. 1 X week) to monitor curricular, instructional and pacing alignment.</p>
<p>1.4 Maximizing Student Achievement</p>	<p>a) The school leader does not consistently express a belief in the potential of all students and does not respond when adults display low assumptions about student potential.</p> <p>b) The school leader assists in creating a schedule that does not consistently maximize time for core instruction, remediation, interventions and enrichment and does not ensure that teachers have opportunities for collaboration (Professional Learning Communities).</p> <p>c) The school leader does not protect instruction time by limiting interruptions during the instructional day.</p> <p>d) The school leader is not intentional regarding assignment/scheduling (based on licensure/certification) to maximize the capacity of all staff.</p>	<p>a) The school leader fosters a belief in the potential of all students by communicating this belief frequently, and responds most of the time when adults display low assumptions about student potential.</p> <p>b) The school leader assists in creating a schedule that maximizes time for core instruction, remediation, interventions and enrichment and ensures that teachers have opportunities for collaboration (Professional Learning Communities).</p> <p>c) The school leader protects instruction time by limiting interruptions during the instructional day.</p> <p>d) The school leader is intentional regarding assignment/scheduling (based on licensure/certification) to maximize the capacity of all staff and positively impact student achievement.</p>	<p>a) The school leader fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately and consistently responds when adults display low assumptions about student potential.</p> <p>b) The school leader assists in creating a schedule that consistently maximizes time for core instruction, remediation, interventions and enrichment and ensures that teachers have opportunities for collaboration (Professional Learning Communities), and flexible planning as needed.</p> <p>c) The school leader consistently protects instruction time by limiting interruptions during the instructional day and prioritizing student learning opportunities.</p> <p>d) The school leader is intentional regarding assignment/scheduling (based on licensure/certification) to maximize the capacity of all staff and positively impact student achievement.</p> <p>e) The school leader ensures that the schedule and plan for</p>

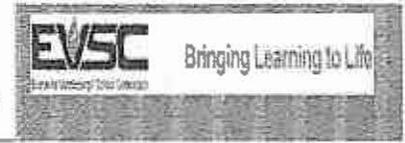
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1.5 Safe and Disciplined Environment

- a) The school leader does not ensure that the school has a school-wide positive behavior plan that includes common procedures, consistent modeling of procedures, positive incentives and methods to monitor implementation.
- b) The school leader has developed a school-wide positive behavior plan but little effort has been made to communicate it to students and parents. Expectations for behavior are not clearly visible.
- c) The school leader does not have a means in place to ensure that all staff becomes familiar with the school-wide positive behavior support plan.
- d) The school leader attempts to ensure a safe, orderly and equitable learning environment but has no system in place for monitoring or reviewing data such as disproportionality data, discipline and attendance data.
- e) The school leader rarely implements systems and strategies that increase the motivation for students to display appropriate, respectful and ethical behaviors.
- f) The school leader rarely challenges low expectations regarding student academic performance and behaviors and works to hold staff accountable for common expectations and procedures.
- g) The school leader rarely assists teachers in the development and effective implementation of classroom management plans.
- a) The school leader ensures that the school has a school-wide positive behavior plan that includes common procedures, consistent modeling of procedures, positive incentives, a plan to reteach procedures, and methods to monitor implementation.
- b) The school leader and the school staff have developed a school-wide positive behavior plan and communicated it to students and parents. Expectations for behavior are visible.
- c) The school leader ensures that all staff is familiar with the school-wide positive behavior support plan.
- d) The school leader ensures a safe, orderly and equitable learning environment and has systems in place for monitoring, including a review of relevant data such as disproportionality data, discipline and attendance data.
- e) The school leader frequently implements systems and strategies that increase the motivation for students to display appropriate, respectful and ethical behaviors.
- f) The school leader frequently challenges low expectations regarding student academic performance and behaviors and works to hold staff accountable for common expectations and procedures.
- g) The school leader frequently assists teachers in the development and effective implementation of classroom management plans.
- remediation/enrichment is based on formative data and provides flexible grouping that is revised at least one X per month based on data.
- a) The school leader ensures that the school has a school-wide positive behavior plan that includes common procedures, consistent modeling of procedures, positive incentives, a plan to reteach procedures, and methods to monitor implementation.
- b) The school leader and the school staff have developed a school-wide positive behavior plan and communicated it to students and parents. Expectations for behavior are visible and shared by staff and students.
- c) The school leader ensures that all staff is familiar with and implements the schoolwide positive behavior plan with fidelity.
- d) The school leader ensures a safe, orderly and equitable learning environment and has systems in place for monitoring, including a review of relevant data such as disproportionality data, discipline and attendance data. At least one time per month, relevant data is reviewed.
- e) The school leader regularly implements systems and strategies that increase the motivation for students to display appropriate, respectful and ethical behaviors.
- f) The school leader regularly challenges low expectations regarding student academic performance and behaviors and works to hold staff accountable for common expectations and procedures.
- g) The school leader regularly assists teachers in the development and effective implementation of classroom management plans.

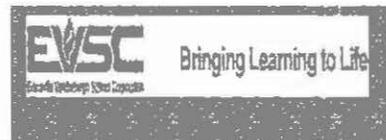
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Domain 2: Teacher Effectiveness

Competency:	1	3	5
2.1 Hiring and Retention	<p>a) The school leader rarely considers data regarding teacher effectiveness as a primary factor in recruitment of staff outside the EVSC, hiring, and making teacher assignment decisions. The school leader does not have a robust process of identification of candidates including demo lessons or data tasks.</p> <p>b) The school leader rarely assists in implementing strategies to incentivize retaining teachers who are highly effective and rarely assists teachers in reaching highly effective status.</p> <p>c) The school leader has no defined process of induction to support teachers new to the school.</p>	<p>a) The school leader routinely considers data regarding teacher effectiveness as a factor in recruitment of staff outside the EVSC, hiring, and making teacher assignment decisions.</p> <p>b) The school leader assists in implementing strategies to incentivize retaining teachers who are highly effective and to assist teachers in reaching highly effective status.</p> <p>c) The school leader routinely assists in the implementation of a process of induction to support teachers new to the school.</p>	<p>a) The school leader intentionally considers data regarding teacher effectiveness as a primary factor in recruitment of staff outside the EVSC, hiring, and making teacher assignment decisions. In addition, the school leader considers other evidence in the process of identifying candidates for hire, including strategies such as demo lessons or data tasks.</p> <p>b) The school leader routinely assists in implementing strategies to incentivize retaining teachers who are highly effective and to assist teachers in reaching highly effective status.</p> <p>c) The school leader assists in the implementation of an intentional process of induction, follow up and support for teachers new to the school, including strategies such as mentors and monthly meetings between new teachers and administration.</p>
2.2 On-Going Feedback	<p>a) The school leader provides informal feedback but is not intentional or specific.</p> <p>b) The school leader sometimes schedules walk-throughs, but frequently does not follow through with time spent on walkthroughs.</p> <p>c) Assigned walkthroughs frequently do not focus on monitoring and supporting instructional decisions made by teachers, and frequently do not address student grouping, differentiation and targeted intervention/remediation.</p>	<p>a) The school leader provides informal feedback that is intentional and specific to teachers regarding classroom level implementation of strategies and general pedagogy through a variety of means, such as data chats.</p> <p>b) As assigned, the school leader schedules and conducts walk-throughs focused on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted intervention/remediation.</p>	<p>a) With regular frequency, the school leader provides informal feedback that is intentional and specific to teachers regarding classroom level implementation of strategies and general pedagogy through a variety of means such as data chats.</p> <p>b) The school leader adheres to schedules and conducts walk-throughs focused on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted intervention/remediation.</p> <p>c) As assigned, at least two times per year, the school leader adheres to schedules and conducts data chats with teachers that provide specific and intentional feedback on how the teacher utilizes student performance data to improve academic achievement.</p>
2.3 Evaluation	<p>a) The school leader does not provide assigned teachers with clear, on-going evaluations of pedagogical strengths and weaknesses. Evaluations are vague and lack focused feedback.</p> <p>b) The school leader does not routinely consider multiple data sources including student performance for assigned teacher evaluations.</p> <p>c) The school leader's assigned teacher evaluations do not accurately reflect</p>	<p>a) As assigned, the school leader provides teachers with clear, on-going evaluations of pedagogical strengths and weaknesses.</p> <p>b) The school leader ensures that assigned teacher evaluations consider multiple data sources including student performance.</p> <p>c) The school leader's assigned teacher evaluations accurately reflect teacher performance with consistency.</p> <p>d) The school leader ensures that all district procedural expectations and timelines are met</p>	<p>a) The school leader consistently provides teachers with clear, on-going evaluations of pedagogical strengths and weaknesses and actionable recommendations for improvement when appropriate.</p> <p>b) The school leader is intentional in providing assigned teacher evaluations that consider multiple data sources including student performance. The school leader ensures that student data sources are from high quality, valid assessments aligned to standards and student learning goals.</p> <p>c) The school leader's assigned teacher evaluations</p>

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	<p>teacher performance on a consistent basis.</p> <p>d) The school leader does not comply with all district procedural expectations and/or meet timelines regarding teacher evaluation.</p>	<p>regarding teacher evaluation.</p>	<p>accurately reflect teacher performance with consistency.</p> <p>d) The school leader ensures that all district procedural expectations and timelines are met regarding teacher evaluation.</p>
<p>2.4 Professional Development</p>	<p>a) The school leader does not monitor assigned professional development to ensure an intentional alignment to strategies in the School Improvement Plan or districtwide initiatives and focus.</p> <p>b) The school leader does not ensure that assigned teachers receive/participate in on-going, job embedded and differentiated learning opportunities based on individual teacher needs (student performance data and teacher observation/evaluation results).</p> <p>c) The school leader does not monitor the impact of assigned professional development on student achievement and teacher effectiveness.</p> <p>d) The school leader does not utilize district level professional development resources including personnel to improve teacher effectiveness.</p>	<p>a) As assigned, the school leader ensures professional development has an intentional alignment to strategies in the School Improvement Plan or districtwide initiatives.</p> <p>b) As assigned, the school leader ensures on-going, job embedded and differentiated learning opportunities based on individual teacher needs (student performance data and teacher observation/evaluation results).</p> <p>c) As assigned, the school leader monitors the impact of professional development on student achievement and teacher effectiveness.</p> <p>d) The school leader utilizes district level professional development resources including personnel to improve teacher effectiveness.</p>	<p>a) As assigned, the school leader ensures professional development has an intentional alignment to strategies in the School Improvement Plan or districtwide initiatives. Professional Development is focused and there is intentional plan to share information, provide on-going support for implementation and to track implementation data.</p> <p>b) As assigned, the school leader ensures on-going, job embedded and differentiated learning opportunities based on individual teacher needs (student performance data and teacher observation/evaluation results) and follows up with a plan to track implementation.</p> <p>c) As assigned, the school leader monitors the impact of professional development on student achievement and teacher effectiveness.</p> <p>d) The school leader utilizes district level professional development resources including personnel to improve teacher effectiveness and is actively involved in planning/monitoring.</p>
<p>2.5 Collaboration to Support Achievement</p>	<p>a) The school leader does not ensure all assigned staff is organized into meaningful teams (Professional Learning Communities) and provides no structures that help groups become highly functioning teams.</p> <p>b) The school leader does not ensure that the schedule affords time for assigned teams to collaborate.</p> <p>c) The school leader rarely clarifies the work that assigned teams must accomplish.</p> <p>d) The school leader infrequently monitors the work of assigned teams and provides inconsistent direction and support.</p> <p>e) The school leader rarely monitors to ensure assigned teacher teams regularly meet to address common issues regarding curriculum, assessment and instruction, review relevant data, determine action steps and monitor progress.</p>	<p>a) As assigned, the school leader ensures all staff is organized into meaningful teams (Professional Learning Communities) and provides structures that help groups become highly functioning teams.</p> <p>b) As assigned, the school leader ensures that the schedule affords time for teams to collaborate at least 40 minutes 3 times per week.</p> <p>c) The school leader frequently clarifies the work that assigned teams must accomplish.</p> <p>d) As assigned, the school leader regularly monitors the work of teams and provides direction and support as needed.</p> <p>e) As assigned, the school leader regularly monitors to ensure teacher teams regularly meet to address common issues regarding curriculum, assessment and instruction, review relevant data, determine action steps and monitor progress.</p>	<p>a) As assigned, the school leader ensures all staff is organized into meaningful teams (Professional Learning Communities) and provides structures that help groups become highly functioning teams.</p> <p>b) As assigned, the school leader ensures that the schedule affords time for teams to collaborate. There is a schedule for content/grade level teams to meet at least 40 min. 3 X week and time for vertical collaboration at least 1 X month.</p> <p>c) The school leader frequently clarifies the work that teams must accomplish with alignment to the SIP goals.</p> <p>d) As assigned, the school leader frequently monitors the work of teams and provides direction and support as needed.</p> <p>e) As assigned, the school leader frequently monitors to ensure teacher teams regularly meet to address common issues regarding curriculum, assessment and instruction, review relevant data, determine action steps and monitor progress.</p>

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Domain 3: Collaboration and Professionalism

Competency:	1	3	5
3.1 Input/Decision Making	<p>a) The school leader does not have a process to ensure that teachers, staff, students, parents and community stakeholders have formal and informal means to provide input to decisions regarding the school.</p> <p>b) The school leader does not ensure that methods of formal and informal input are clearly communicated with teachers, staff, students, parents and community stakeholders.</p>	<p>a) The school leader ensures that teachers, staff, students, parents and community stakeholders have formal and informal means to provide input to decisions regarding the school.</p> <p>b) The school leader ensures that methods of formal and informal input are clearly communicated with teachers, staff, students, parents and community stakeholders.</p>	<p>a) The school leader ensures that teachers, staff, students, parents and community stakeholders have formal and informal means to provide input to decisions regarding the school.</p> <p>b) The school leader ensures that methods of formal and informal input are clearly communicated with teachers, staff, students, parents and community stakeholders.</p> <p>c) As assigned, formal means to secure input from are scheduled regularly and ensure all grades/content areas are represented.</p> <p>d) Formal means to secure input from students, parents and stakeholders are scheduled regularly and attempt to include a representative sample of the school population.</p>
3.2 Creates a Positive School Climate that Fosters Collaboration and Learning	<p>a) The school leader does not ensure a welcoming and respectful school environment.</p> <p>b) The school leader does not ensure that students and adults feel safe and ready to engage in teaching and learning.</p> <p>c) The school leader does not regularly utilize effective and appropriate responses, procedures and consequences when managing student behavior/discipline.</p> <p>d) The school leader is not generally perceived by staff, students and parents as making decisions based on what is best for students in a firm, fair and consistent manner.</p> <p>e) The school leader is not generally recognized as an instructional leader of the school who continually improves his or her professional practice.</p> <p>f) The school leader does not genuinely or consistently acknowledge the success of the whole school as well as individuals within the school.</p> <p>g) The school leader rarely works to develop understanding of school and district policies with all stakeholders.</p>	<p>a) The school leader ensures a welcoming and respectful school environment.</p> <p>b) The school leader ensures students and adults feel safe and ready to engage in teaching and learning.</p> <p>c) The school leader utilizes effective and appropriate responses, procedures and consequences when managing student behavior/discipline.</p> <p>d) The school leader is perceived by staff, students and parents as making decisions based on what is best for students in a firm, fair and consistent manner.</p> <p>e) The school leader is recognized as an instructional leader of the school who continually improves his or her professional practice.</p> <p>f) The school leader regularly acknowledges the success of the whole school as well as individuals within the school.</p> <p>g) The school leader works to develop common understanding of school and district policies with all stakeholders.</p>	<p>a) The school leader ensures a welcoming and respectful school environment that is noticeably warm and welcoming to all.</p> <p>b) The school leader ensures students and adults feel safe and ready to engage in teaching and learning.</p> <p>c) The school leader utilizes effective and appropriate responses, procedures and consequences when managing student behavior/discipline. The school leader crafts responses/solutions that effectively reduce the reoccurrence of behavior/discipline issues.</p> <p>d) The school leader is perceived by staff, students and parents as making decisions based on what is best for students in a firm, fair and consistent manner.</p> <p>e) The school leader is recognized as an instructional leader of the school who continually improves his or her professional practice. The school leader shares his/her expertise with others in the district.</p> <p>f) The school leader frequently acknowledges the success of the whole school as well as individuals within the school that are contributing to overall school success including attainment of SIP goals.</p> <p>g) The school leader works to develop a common understanding of school and district policies with all stakeholders.</p>

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<p>3.3 On-Going Communication</p>	<ul style="list-style-type: none"> a) The school leader does not encourage or provide opportunities for families to communicate with teachers regarding the academic performance, attendance and behavior of their child. b) The school leader does not regularly make information about instructional programs easily and readily available to families. c) The school leader is not typically able to effectively communicate regarding the academic progress, attendance and behavior of individual and groups of students. d) The school leader does not consistently monitor to ensure teachers are communicating information about student progress to families. e) The school leader does not monitor to ensure that communications are appropriate to most families' cultural norms. f) The school leader does not typically respond to contact from parents within a timely manner. 	<ul style="list-style-type: none"> a) The school leader provides opportunities for families to communicate with teachers regarding the academic performance, attendance and behavior of their child. b) The school leader regularly makes information about instructional programs available to families regarding the school as well as regarding the programs available as students matriculate to the next level (including EVSC districtwide programs). c) The school leader is able to effectively communicate regarding the academic progress, attendance and behavior of individual and groups of students. d) The school leader monitors to ensure teachers are communicating information about student progress to families. e) The school leader ensures that communications are appropriate to most families' cultural norms. f) The school leader typically responds to contact from parents within a timely manner. 	<ul style="list-style-type: none"> a) The school leader provides ensures that there are multiple opportunities for families to communicate with teachers regarding the academic performance, attendance and behavior of their child. b) The school leader consistently makes information about instructional programs available to families regarding the school as well as regarding the programs available as students matriculate to the next level (including EVSC districtwide programs). c) The school leader is able to effectively communicate specific information regarding the academic progress, attendance and behavior of individual and groups of students. d) The school leader monitors to ensure teachers are communicating information about student progress to families on a regular basis. e) The school leader ensures that communications are appropriate to most families' cultural norms. f) The school leader has a system to ensure a response to contact from parents within a timely manner.
<p>3.4 On-Going Professional Development and Personal Growth</p>	<ul style="list-style-type: none"> a) The school leader rarely takes advantage of professional development opportunities to improve his or her ability as an instructional leader. b) The school leader is not always fully engaged in professional development regarding districtwide initiatives. c) The school leader typically does not initiate and / or seek out new learning opportunities and opportunities for peer collaboration. d) The school leader does not maximize opportunities for collaboration and support provided by district leaders. 	<ul style="list-style-type: none"> a) The school leader takes advantage of professional development opportunities to improve his or her ability as an instructional leader. b) The school leader is fully engaged in professional development regarding districtwide initiatives. c) The school leader seeks out new learning opportunities and opportunities for peer collaboration. d) The school leader takes advantage of opportunities for collaboration and support provided by district leaders. 	<ul style="list-style-type: none"> a) The school leader takes advantage of and seeks out high quality professional development opportunities to improve his or her ability as an instructional leader. b) The school leader is fully engaged in professional development regarding districtwide initiatives and seeks to implement with fidelity and secure on-going support. c) The school leader frequently initiates and seeks out new learning opportunities and opportunities for peer collaboration. d) The school leader initiates and maximizes opportunities for collaboration and support provided by district leaders and creates an action plan for implementation.

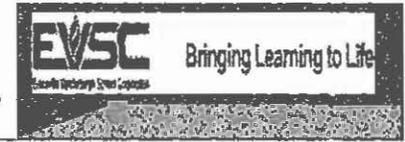
EVSC Assistant Principal Evaluation Rubric®



Domain 4: Effective Management

Competency:	1	3	5
4.1 EVSC and State Policies/ Procedures/ Reporting	<ul style="list-style-type: none"> a) The school leader does not consistently follow established policies and procedures as a basis for making administrative decisions and neglects to consult appropriate district support staff when needed. b) The school leader does not adhere to established policies and procedures in order to ensure safety of students, staff and families. c) The school leader does not consistently meet state and district deadlines. Reports are vague, sometimes incomplete or inaccurate, and not consistently submitted in a timely manner. 	<ul style="list-style-type: none"> a) The school leader follows established policies and procedures as a basis for making administrative decisions and consults appropriate district support staff when needed. b) The school leader ensures established policies and procedures are adhered to in order to ensure safety of students, staff and families. c) The school leader has a documented history of meeting state and district deadlines. Reports are well written, complete, accurate, and submitted in a timely manner. 	<ul style="list-style-type: none"> a) The school leader consistently follows established policies and procedures as a basis for making administrative decisions and consults appropriate district support staff when needed. b) The school leader is proactive to ensure established policies and procedures are adhered to in order to ensure safety of students, staff and families. c) The school leader has a documented history of meeting state and district deadlines. Reports are well written, complete, accurate, and submitted in a timely manner. d) The school leader makes relevant suggestions to district staff to improve the quality of reports/ records. e) The school leader researches state and district policy and procedures and is recognized among peers as a resource. f) The school leader acts as an advocate and initiates actions by providing input to improve policy and procedures both at the district and state level.
4.2 Management Responsibilities	<ul style="list-style-type: none"> a) The school leader does not regularly consult and work with appropriate district support staff to ensure a safe, clean and organized learning environment. b) The school leader does not consistently follow state and district evaluation policies and due process procedures for non-certified staff. c) The school leader does not consistently ensure that formal and informal feedback is given to non-certified staff with the purpose of improving individual and organizational performance. 	<ul style="list-style-type: none"> a) The school leader consults and works with appropriate district support staff to ensure a safe, clean and organized learning environment. b) The school leader follows state and district evaluation policies and due process procedures for non-certified staff. c) The school leader ensures that formal and informal feedback is given to non-certified staff with the purpose of improving individual and organizational performance. 	<ul style="list-style-type: none"> a) The school leader consults and works with appropriate district support staff to ensure a safe, clean and organized learning environment. b) The school leader has a system to monitor and ensure that the learning environment is safe, clean and organized. c) The school leader consistently follows state and district evaluation policies and due process procedures for non-certified staff. d) The school leader consistently ensures that formal and informal feedback is given to non-certified staff with the purpose of improving individual and organizational performance. e) The school leader recognizes and celebrates the contributions of non-certified staff that are above the regular responsibilities of the job.

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4.3 Management Skills	a) The school leader rarely allocates adequate time and resources needed to achieve goals. b) The school leader rarely manages time effectively in order to maximize time spent on high leverage activities. c) The school leader rarely delegates appropriate responsibilities in order to distribute leadership opportunities and to be able to invest time on high leverage activities. d) The school leader inconsistently faces challenges and setbacks with renewed commitment and utilizes problem solving strategies to accomplish goals. e) The school leader rarely anticipates potential obstacles / problems and works to find solutions.	a) The school leader frequently allocates adequate time and resources needed to achieve goals. b) The school leader frequently manages time effectively in order to maximize time spent on high leverage activities. c) The school leader frequently delegates appropriate responsibilities in order to distribute leadership opportunities and to be able to invest time on high leverage activities. d) The school leader faces challenges and setbacks with renewed commitment and utilizes problem solving strategies to accomplish goals. e) The school leader frequently anticipates potential obstacles / problems and works to find solutions.	a) The school leader intentionally allocates adequate time and resources needed to achieve goals. b) The school leader consistently manages time effectively in order to maximize time spent on high leverage activities. c) The school leader intentionally delegates appropriate responsibilities in order to distribute leadership opportunities and to be able to invest time on high leverage activities. d) The school leader faces challenges and setbacks with renewed commitment and utilizes problem solving strategies to accomplish goals. e) The school leader intentionally works to anticipate potential obstacles / problems and works to find solutions.
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