

EVSC Teacher Evaluation Rubric[®]

Our Goal: Every student at every grade level is on track to graduate ready for college or career.



Domain 1: Instructional Design and Assessment

<p>Lesson plans seldom evidence support to address individual student needs and increase student engagement.</p> <p>Lesson plans frequently lack a beginning, middle, and end.</p> <p>Lessons or units are rarely structured with reasonable time allocations linked to tasks and activities.</p> <p>Plans rarely include formative assessment to check for understanding of lesson objectives.</p> <p>Teacher rarely provides plans for substitute teachers that are clear and easily followed.</p>	<p>Lesson plans evidence support to address individual student needs and increase student engagement.</p> <p>Lesson plans include beginning, middle, and end.</p> <p>Lessons or units are well structured with reasonable time allocations linked to tasks and activities.</p> <p>Plans consistently include formative assessment to check for understanding of lesson objectives.</p> <p>Plans for substitute teachers are clear and easily followed.</p>	<p>Lesson plans evidence support to address individual student needs and increase student engagement.</p> <p>Lesson plans include beginning, middle, and end.</p> <p>Lessons or units are well structured with reasonable time allocations linked to tasks and activities.</p> <p>Plans consistently include formative assessment to check for understanding of lesson objectives.</p> <p>Plans for substitute teachers are clear and easily followed.</p> <p>Plans for lesson content are integrated with other content areas to allow for cross-curricular connections.</p> <p>Lesson plans evidence development of strategic formative assessment opportunities.</p>
<p>a) Teacher's plans and instruction are seldom aligned to available district curriculum maps or state content standards.</p> <p>b) Teacher rarely develops unit plans that scaffold objectives to build mastery of the standards.</p> <p>c) Teacher's lesson objective is unclear, difficult to measure, and not aligned to standards.</p> <p>d) Teacher rarely designs daily lessons, activities, and assignments aligned to lesson objectives.</p>	<p>a) Teacher's plans and instruction are aligned with available district curriculum maps or state content standards.</p> <p>b) Teacher frequently develops unit plans that scaffold objectives to build mastery of the standards.</p> <p>c) Teacher's lesson objective is specific, measurable, and aligned to standards.</p> <p>d) Teacher designs daily lessons, activities, and assignments aligned to lesson objectives.</p>	<p>a) Teacher's plans and instruction are aligned with available district curriculum maps or state content standards.</p> <p>b) Teacher consistently develops unit plans that scaffold objectives to build mastery of the standards.</p> <p>c) Teacher's lesson objective is specific, measurable, and aligned to standards.</p> <p>d) Teacher designs daily lessons, activities, and assignments aligned to lesson objectives.</p> <p>e) Teacher intentionally aligns objectives, content, and assessments that include strategic and extended thinking (DOK) opportunities.</p>
<p>a) Teacher rarely uses prior assessment data to formulate differentiated instruction, unit plans, and lesson plans.</p> <p>b) Teacher rarely uses formative assessments to inform instruction and measure progress toward mastery.</p> <p>c) Teacher rarely creates or uses summative assessments, end-of-unit, end-of-quarter, and/or term.</p>	<p>a) Teacher frequently uses prior assessment data to formulate differentiated instruction, unit plans, and lesson plans.</p> <p>b) Teacher frequently uses formative assessments to inform instruction and measure progress toward mastery.</p> <p>c) Teacher creates or uses summative assessments, end-of-unit, end-of-quarter, and/or term.</p>	<p>a) Teacher regularly uses prior assessment data to formulate differentiated instruction, unit plans, and lesson plans.</p> <p>b) Teacher consistently uses formative assessments to inform instruction and measure progress toward mastery.</p> <p>c) Teacher creates or uses summative assessments that effectively measure student understanding and progress toward mastery, end-of-unit, end-of-quarter, and/or term.</p> <p>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.</p> <p>e) Teacher creates opportunities for students to participate in developing assessments to assess their progress toward mastery.</p>

Domain 2: Instructional Delivery

<ul style="list-style-type: none"> 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 learning and development. e) Teacher rarely provides materials, activities and resources that offer students choice when appropriate. 	<ul style="list-style-type: none"> 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 learning and development. e) Teacher sometimes provides materials, activities and resources that offer students choice when appropriate. 	<ul style="list-style-type: none"> 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 learning 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 resources, activities or materials selected by the teacher.
<ul style="list-style-type: none"> 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, concepts, and academic vocabulary appropriately. d) Teacher is rarely responsive to student learning needs. e) Teacher uses whole group instruction and rarely creates instructional grouping arrangements to maximize student understanding and learning efficiency. f) Teacher rarely implements differentiated instructional methods. g) Teacher rarely utilizes a gradual release of responsibility model (modeling, guided practice, and independent practice) when presenting content and supporting student learning. h) Teacher rarely uses examples, metaphors, analogies, or illustrations to link student experiences and understandings to new content. 	<ul style="list-style-type: none"> 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 academic vocabulary appropriately. d) Teacher is usually responsive to student learning needs. 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. f) Teacher frequently implements differentiated instructional methods. g) Teacher frequently utilizes a gradual release of responsibility model (modeling, guided practice, and independent practice) when presenting content and supporting student learning. h) Teacher frequently uses examples, metaphors, analogies, or illustrations to link student experiences and understandings to new content. 	<ul style="list-style-type: none"> 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 to engage with content and maintain student interest, extend and apply content, concepts, and academic vocabulary appropriately. d) Teacher is consistently responsive to student learning needs. 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. f) Teacher consistently implements differentiated instructional methods. g) Teacher consistently utilizes a gradual release of responsibility model (modeling, guided practice, and independent practice) when presenting content and supporting student learning. h) Teacher consistently uses examples, metaphors and analogies, or illustrations to link student experiences and understandings to new content. i) Teacher intentionally provides opportunities for students to suggest other strategies they might use in approaching a challenge or analysis.

<p>a) Lessons rarely include beginning, middle, and end transitions that 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) The additional 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 mostly calls on volunteers or high ability students.</p> <p>b) Teacher rarely uses wait time effectively both after posing a question and before helping students think through a response.</p> <p>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).</p> <p>d) Teacher rarely asks students to justify their reasoning or offer multiple solutions/answers to a problem.</p> <p>e) Teacher rarely uses questions that require active responses (i.e. whole class signals, choral response, group answers).</p>	<p>a) Teacher frequently calls on volunteers, non-volunteers, and a balance of students (i.e. gender, ability).</p> <p>b) Teacher frequently uses wait time effectively both after posing a question and before helping students think through a response.</p> <p>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).</p> <p>d) Teacher frequently asks students to justify their reasoning or offer multiple solutions/answers to a problem.</p> <p>e) Teacher frequently uses questions that require active responses (i.e. whole class signals, choral response, group answers).</p>	<p>a) Teacher consistently calls on volunteers, non-volunteers, and a balance of students (i.e. gender, ability).</p> <p>b) Teacher consistently uses wait time effectively both after posing a question and before helping students think through a response.</p> <p>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).</p> <p>d) Teacher consistently asks students to justify their reasoning or offer multiple solutions/answers to a problem.</p> <p>e) Teacher consistently uses questions that require active responses (i.e. whole class signals, choral response, group answers).</p> <p>f) Teacher provides opportunities for students to initiate their own higher order questions.</p> <p>g) Teacher builds on student responses to questions in order to deepen student understanding.</p> <p>h) Teacher routinely uses strategies (i.e. circle back, scaffold, ask a friend) to hold students accountable for responding to questions.</p>
<p>a) Teacher rarely provides opportunities for students to apply knowledge to solve complex, multi-step, or unique problems.</p> <p>b) Teacher rarely encourages students to work hard and persist when faced with difficult tasks.</p> <p>c) Teacher rarely models meta-cognitive strategies (thinking about your thinking) to help students understand content.</p> <p>d) Teacher rarely provides opportunities for students to explain their thinking.</p>	<p>a) Teacher provides some opportunities for students to apply knowledge to solve complex, multi-step, or unique problems.</p> <p>b) Teacher encourages students to work hard and persist when faced with difficult tasks.</p> <p>c) Teacher frequently models meta-cognitive strategies (thinking about your thinking) to help students understand content.</p> <p>d) Teacher provides some opportunities for students to explain their thinking.</p>	<p>a) Teacher provides many opportunities for students to apply knowledge to solve complex, multi-step, or unique problems.</p> <p>b) Teacher encourages students to work hard and persist when faced with difficult tasks.</p> <p>c) Teacher consistently models meta-cognitive strategies (thinking about your thinking) to help students understand content.</p> <p>d) Teacher provides many opportunities for students to explain their thinking.</p> <p>e) Teacher debriefs and debates new strategies for students to practice, apply, and demonstrate that they are learning in meaningful ways.</p> <p>f) Teacher helps students generate and test new hypotheses when faced with difficult tasks.</p>

<p>a) Feedback is not specific or focused on improvement.</p> <p>b) Teacher rarely provides oral and written feedback that is academically focused and high quality.</p> <p>c) Teacher rarely circulates during instructional activities to prompt thinking, assess progress, and provide individual feedback.</p> <p>d) Teacher rarely expects students to assess their own work and make improvements.</p>	<p>a) Feedback is specific and focused on improvement.</p> <p>b) Teacher provides oral and written feedback that is academically focused and high quality.</p> <p>c) Teacher circulates during instructional activities to prompt thinking, assess progress, and provide individual feedback.</p> <p>d) Teacher expects students to assess their own work and make improvements.</p>	<p>a) Feedback is specific and focused on academic improvement.</p> <p>b) Teacher provides feedback from a variety of sources (teacher, peers, verbal, non verbal, written), that is academically focused and high quality.</p> <p>c) Teacher consistently circulates during instructional activities to prompt thinking, assess progress, and provide individual feedback.</p> <p>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.</p> <p>e) Teacher provides opportunities for students to give specific, high quality feedback to each other.</p>
<p>a) Teacher is aware of how students differ as learners (i.e. culture, language, gender, interest, readiness to learn, confidence, independence, motivation) but rarely differentiates based on process, product, or content.</p> <p>b) Teacher rarely notices and/or asks students learning difficulties, strengths and fails to provide strategies and accommodations.</p> <p>c) Teacher rarely assesses and adjusts instruction to accommodate for student's skill level and readiness to learn and content is not accessible or challenging for most students.</p> <p>d) Teacher's practice does not demonstrate an understanding of students' interests and cultural heritage.</p>	<p>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.</p> <p>b) Teacher notices and/or asks students' learning difficulties/strengths and frequently provides strategies and accommodations.</p> <p>c) Teacher frequently assesses and adjusts instruction to accommodate for student's skill level and readiness to learn so that content is accessible and challenging for most students.</p> <p>d) Teacher's practice demonstrates an understanding of most students' interests and cultural heritage.</p>	<p>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.</p> <p>b) Teacher notices and/or asks students' learning difficulties/strengths and consistently provides strategies and accommodations.</p> <p>c) Teacher consistently assesses and adjusts the lesson to accommodate for student's skill level and readiness to learn so that content is accessible and challenging for most students.</p> <p>d) Teacher adapts and/or creates strategies that are inclusive of varied backgrounds, interests, and cultural heritage.</p>
<p>a) Teacher's vocabulary and usage are often incorrect and not suited to the content, including explanations of academic vocabulary.</p> <p>b) Teacher demonstrates a lack of content knowledge of the subjects he or she teaches and delivers content that is often factually incorrect.</p> <p>c) Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.</p> <p>d) Teacher rarely highlights key concepts and ideas.</p> <p>e) Teacher seldom uses key concepts and ideas as basis to connect other content and ideas.</p>	<p>a) Teacher's vocabulary and usage are correct and entirely suited to the content, including explanations of academic vocabulary.</p> <p>b) Teacher demonstrates content knowledge of subjects he or she teaches and delivers content that is factually correct.</p> <p>c) Teacher frequently implements subject-specific instructional strategies to enhance student content knowledge.</p> <p>d) Teacher highlights key concepts and ideas.</p> <p>e) Teacher sometimes uses key concepts and ideas as basis to connect other content and ideas.</p>	<p>a) Teacher's vocabulary and usage are correct and entirely suited to the content, including explanations of academic vocabulary.</p> <p>b) Teacher demonstrates content knowledge of subjects he or she teaches and delivers content that is factually correct.</p> <p>c) Teacher consistently implements subject-specific instructional strategies to enhance student content knowledge.</p> <p>d) Teacher highlights and intentionally uses key concepts and ideas as basis to connect other content and ideas.</p> <p>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.</p> <p>f) Teacher adapts and/or creates new strategies based on updates or changes in curriculum or content.</p>

Domain 3: Learning Environment

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

<p>a) Teacher rarely arranges the physical environment to accommodate instructional strategies and student needs.</p> <p>b) Few students are able to see and hear the teacher or see visual aids.</p> <p>c) Teacher rarely prompts students regarding productive group work structures and protocols.</p> <p>d) Teacher has established few safe and effective routines for distribution and collection of materials and supplies.</p> <p>e) Classroom is not safe or well organized for most students.</p>	<p>a) Teacher occasionally arranges the physical environment to accommodate instructional strategies and student needs.</p> <p>b) All students are able to see and hear the teacher and see visual aids.</p> <p>c) Teacher ensures most students know and use productive group work structures and protocols.</p> <p>d) Teacher has established safe and effective routines for distribution and collection of materials and supplies.</p> <p>e) Classroom is safe and well organized for most students.</p>	<p>a) Teacher often arranges the physical environment to accommodate instructional strategies and student needs.</p> <p>b) All students are able to see and hear the teacher and see visual aids.</p> <p>c) Teacher ensures all students know and use productive group work structures and protocols.</p> <p>d) Teacher has established safe and effective routines for distribution and collection of materials and supplies.</p> <p>e) Classroom is clean, safe and well organized for most students.</p> <p>f) Teacher organizes the physical layout of the classroom with clear traffic patterns and flexible maximum utilization of the space.</p> <p>g) Teacher acts as a role model and organizes the use of the classroom space.</p>
<p>a) Teacher lacks positive rapport with students and rarely shows genuine interest in their thoughts and opinions.</p> <p>b) The students routinely exhibit disrespect for the teacher and each other.</p> <p>c) Teacher rarely acknowledges or utilizes the unique experiences and cultures of the students to add value to the learning experience.</p>	<p>a) Teacher has a positive rapport with students and often shows genuine interest in their thoughts and opinions.</p> <p>b) The students generally exhibit respect for the teacher and each other.</p> <p>c) Teacher regularly acknowledges and utilizes the unique experiences and cultures of the students to add value to the learning experience.</p>	<p>a) Teacher has a positive rapport with students and consistently shows genuine interest in their thoughts and opinions.</p> <p>b) The students consistently exhibit respect for the teacher and each other.</p> <p>c) Teacher consistently acknowledges and utilizes the unique experiences and cultures of the students to add value to the learning experience.</p> <p>d) Teacher constantly shows respect to students and communicates in a way that is professional, positive, and inclusive of all students.</p> <p>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.</p>

Domain 4: Collaboration and Professional Responsibilities

<p>a) Teacher rarely identifies and participates in opportunities to work with and learn from others.</p> <p>b) Teacher rarely asks for assistance and seldom provides assistance to others.</p> <p>c) Teacher does not maintain a positive rapport or follow established norms of collaboration.</p> <p>d) Teacher rarely participates in professional collaboration (i.e. team planning, PLCs) and decision-making.</p> <p>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.</p>	<p>a) Teacher regularly identifies and participates in opportunities to work with and learn from others.</p> <p>b) Teacher asks for assistance when needed and regularly provides assistance to others.</p> <p>c) Teacher maintains a positive rapport and follows established norms of collaboration.</p> <p>d) Teacher participates in professional collaboration (i.e. team planning, PLCs) and decision-making.</p> <p>e) Teacher collaborates in a team that uses data to inform and improve professional practices and respond to students who need intervention or enrichment.</p>	<p>f) Teacher intentionally pursues and participates in opportunities to work with and learn from others.</p> <p>g) Teacher asks for assistance when needed and consistently provides assistance or support to other teachers.</p> <p>h) Teacher maintains a positive rapport and follows established norms of collaboration (i.e. team planning, PLCs) and decision-making.</p> <p>i) Teacher consistently participates in professional collaboration (i.e. team planning, PLCs) and decision-making.</p> <p>j) Teacher interacts positively with colleagues to promote and support student learning situations throughout the school day.</p>
<p>a) Teacher rarely seeks opportunities for continuous professional development.</p> <p>b) Teacher rarely seeks feedback from supervisors and colleagues for the purpose of refining practice.</p> <p>c) Teacher rarely examines his/her instructional practices including activities and content and the impact on student achievement.</p> <p>d) Teacher rarely assesses the lesson to examine specific indicators of effectiveness.</p> <p>e) Teacher rarely seeks ways to implement new practices into instruction.</p>	<p>a) Teacher seeks regular opportunities for continuous professional development.</p> <p>b) Teacher regularly seeks feedback from supervisors and colleagues for the purpose of refining practice.</p> <p>c) Teacher frequently examines his/her instructional practices including activities and content and the impact on student achievement.</p> <p>d) Teacher frequently assesses the lesson to examine specific indicators of effectiveness.</p> <p>e) Teacher frequently seeks ways to implement new practices into instruction.</p>	<p>a) Teacher consistently seeks opportunities for continuous professional development.</p> <p>b) Teacher actively seeks feedback from supervisors and colleagues for the purpose of refining practice.</p> <p>c) Teacher consistently examines his/her instructional practices including activities and content and the impact on student achievement.</p> <p>d) Teacher consistently assesses the lesson to examine specific indicators of effectiveness.</p> <p>e) Teacher consistently seeks ways to implement new practices into instruction.</p> <p>f) Teacher routinely determines the effectiveness of the lesson or unit and identifies causes of success or difficulty.</p> <p>g) Teacher consistently determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reason for discrepancies.</p> <p>h) Teacher initiates action research.</p> <p>i) Teacher is a critical consumer of information and resources associated with content.</p>
<p>a) Teacher does not display honesty, integrity, and confidentiality.</p> <p>b) Teacher does not foster a positive image of the profession.</p> <p>c) Teacher does not attempt to remedy obstacles impacting student achievement.</p> <p>d) Teacher does not advocate for students' individual needs.</p>	<p>a) Teacher displays honesty, integrity, and confidentiality.</p> <p>b) Teacher fosters a positive image of the profession.</p> <p>c) Teacher frequently attempts to remedy obstacles impacting student achievement.</p> <p>d) Teacher frequently advocates for students' individual needs.</p>	<p>a) Teacher displays honesty, integrity, and confidentiality.</p> <p>b) Teacher fosters a positive image of the profession.</p> <p>c) Teacher consistently attempts to remedy obstacles impacting student achievement.</p> <p>d) Teacher consistently advocates for students' individual needs.</p> <p>e) Teacher seeks opportunities to continue to and share expertise, new ideas, and potential solutions that are intended to remedy obstacles impacting student achievement.</p>

<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<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 regularly 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.
<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).

EVSC

Teacher Evaluation and Development Process



Bringing Learning to Life

Evansville Vanderburgh School Corporation
Certified Staff Evaluation Plan
IDOE Legal Standard 12
2014-2015

The Evansville Vanderburgh School Corporation (EVSC), in cooperation with the Evansville Teachers Association (ETA) has developed the EVSC Teacher Evaluation Process.

The EVSC Teacher Evaluation Process evaluates teacher performance on twenty-one competencies in four domains. By consensus, the four domains most critical teacher success and student learning are:

- Domain 1: Instructional Design and Assessment
- Domain 2: Instructional Delivery
- Domain 3: Learning Environment
- Domain 4: Collaboration and Professional Responsibilities

The purpose of evaluating teachers is to ensure teacher quality and improve instruction. This evaluation process encourages teachers and certified staff to continue growing professionally and provide instructional leadership in the school. It serves to strengthen administrator-teacher interactions and should be viewed as a positive and constructive process.

The Evansville Vanderburgh School Corporation (EVSC) process combines teacher observations and artifacts with effectiveness data to synthesize a complete picture of a teacher's professional practice and impact on students. Components of this process take place throughout the year culminating in a final summative rating. The summative rating corresponds to a designation of **Highly Effective, Effective, Improvement Necessary** or **Ineffective** (IC 20-28-11.5-6).

As approved by Indiana Code 20-28-11.5-4 (c) (1) a school corporation must submit its plan and metrics to evaluate staff performance for all certified employees, including teachers, administrators, counselors, etc. to be published on the DOE website.

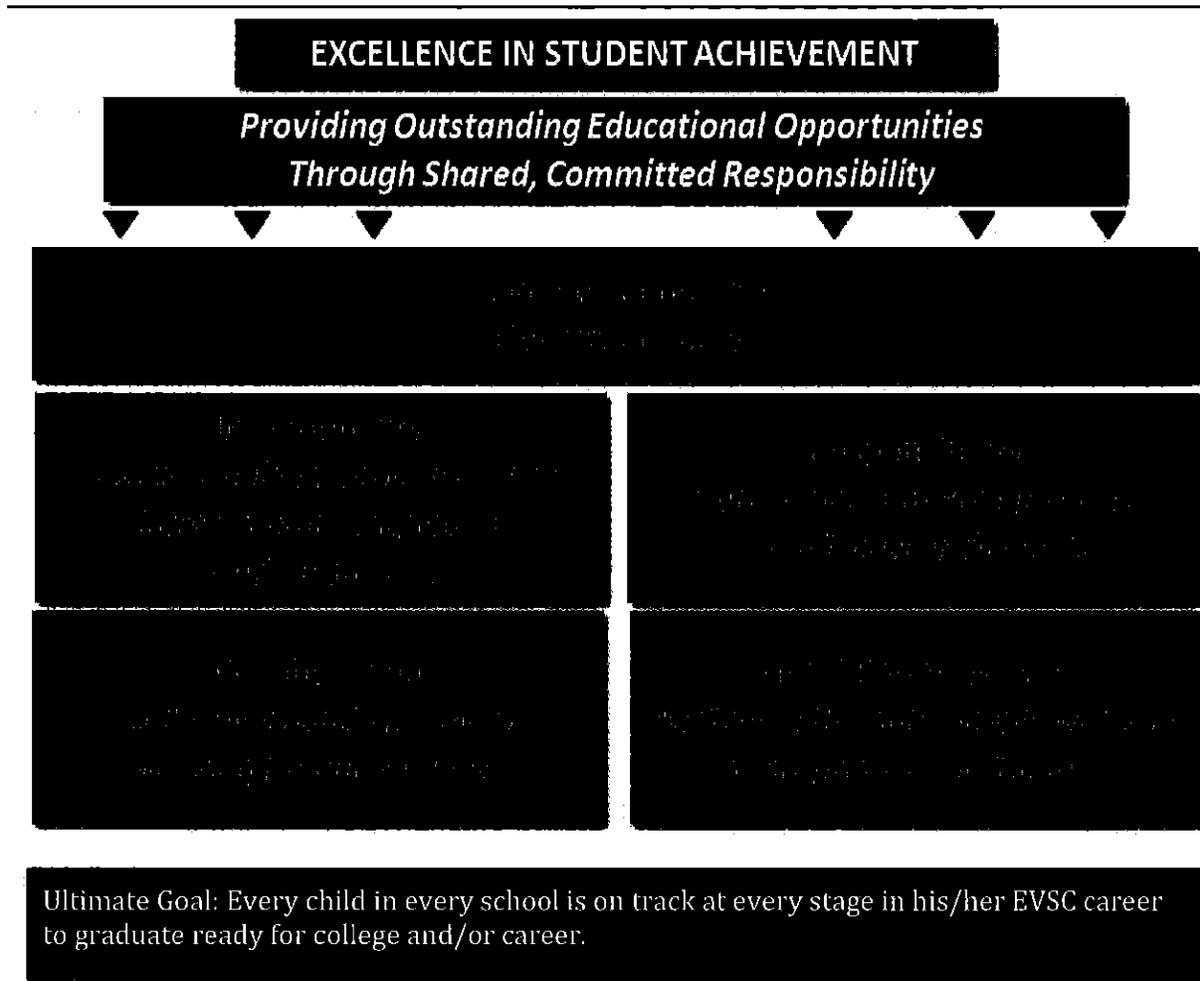
The EVSC Administrator Evaluation is a process for evaluating administrative employees including Principals, Assistant Principals, Professional Development Specialists, Department Heads, District Directors, Athletic Directors, and Special Education Coordinators. The process for administrator evaluation, much like the teacher evaluation, includes observations, artifacts of work and effectiveness data. Components of this process take place throughout the year culminating in a final summative rating. The summative rating corresponds to a designation of **Highly Effective, Effective, Improvement Necessary** or **Ineffective** (IC 20-28-11.5-6).

Table of Contents

IDOE Legal Standard 12

Introduction.....	4
EVSC Vision, Mission	
Core Values, Beliefs, and Ultimate Goal	
Purpose of Evaluation	
EVSC Evaluation Process	
Teacher Evaluation Process.....	5
Process Summary	
Observation Process	
Observation Documentation and Artifacts	
Administrator Evaluation Process.....	9
Process Summary	
Administrator Documentation and Artifacts	
Improving Professional Practice	10
Program for Improvement (PFI)	
Performance Development Plan (PDP)	
Computing Summative Rating	11
Effectiveness Data	
Final Summative Rating	
Management System	
Appendices.....	15
A: Common Terms	
B: Rubrics and Summative Rating Components	
C: Locally Developed Assessment Guidance Documents	
D: Indiana State Statutes for Teacher Evaluation	
E: Research on Teacher Evaluation	

Introduction



Purpose of Evaluation

The purpose of evaluating teachers is to ensure teacher quality and improve instruction. This evaluation process encourages teachers and certified staff to continue growing professionally and provide instructional leadership in the school. It serves to strengthen administrator-teacher interactions and should be viewed as a positive and constructive process.

The EVSC teacher evaluation and development process is designed to provide all teachers and certified staff the support needed to do their best work. When teachers succeed, students succeed. Without effective evaluation systems, it is much harder to identify and retain excellent teachers and staff, provide useful feedback and support, or intervene when they struggle.

The EVSC evaluation process will:

- Ensure teacher and certified staff quality
- Improve instruction
- Encourage professional growth and leadership
- Strengthen the administrator-teacher interactions

The following pages describe each component of the process, associated timelines, and best practices.

EVSC Teacher Evaluation Process

In accordance with Indiana Law and Regulations, all teachers and certified staff will be evaluated annually (IC 20-28-11.5-8). Evaluations will include observation of teacher practice, review of relevant artifacts (i.e. lesson plans), and student achievement and growth data. Building level administrators including Principals, Assistant Principals, Department Chairs, and Professional Development Specialists (PDS) may conduct observations. District level administrators such as Directors, Assistant Directors and coordinators may also conduct observations. Building and District level administrators must participate in yearly training to ensure inter-rater reliability as stipulated by law (IC 20-28-11.5-8). Training will include observation simulations that assess the degree of agreement between two or more raters in their appraisals of instructional practice and artifacts. Monitoring and calibration of observation ratings will occur multiple times during the year.

Process Summary

According to Indiana State Statute, evaluation plans must include the following elements:

- Annual performance evaluations for all certified employees.
- Objective measures for student achievement and growth, including methods for areas and subjects not measured by statewide assessments.
- Rigorous measures of teacher effectiveness, including observations, artifacts, and other performance indicators.
- Annual designation of each certified employee in an identified ratings categories: ***Highly Effective, Effective, Improvement Necessary, or Ineffective.***
- An explanation of the evaluator's recommendations for improvement, including the time frame in which improvement is expected.
- A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of ***Highly Effective or Effective.***

Observation Process

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, Reflective).

The lane designation and minimum number of observations per year will be determined by the following criteria:

- First year of teaching,
- Effectiveness rating from the prior year, or
- Evaluator's discretion.

Lane	First Semester	Second Semester

Note: For the 2014-2015 school year, the evaluator will use the teacher's previous evaluation data and years of experience to determine the evaluation lane*. Each lane represents the minimum expected observation. Lane designation does not preclude or presuppose a Performance Development Plan or Program for Improvement.

*The district recommends for the 2014-2015 school year, teacher evaluation data from previous years will be considered in the following way: A teacher evaluation that includes an N in any competency and/or includes ten or more G's will be assigned to the Comprehensive lane.

- The 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. A **Comprehensive** lane designation ensures that the teacher will be observed a minimum of three times. A **Reflective** lane designation ensures a minimum of two observations. The evaluator communicates the process expectations, feedback cycles, and timelines with the teacher.
- The evaluator may observe without prior notification to the teacher; however the teacher may request a scheduled observation. The evaluator may not be able to honor the teacher request.
- Teachers or evaluators may request a pre-conference prior to observations; however, information and or evidence can be added to a pre-conference form after an observation. Pre-conferences are not required. Teachers will use the Pre-conference feature included in the evaluation management software to answer questions and upload artifacts relevant to the evaluation process (i.e. lesson plans).
- The Performance Rubric for each certified staff group is based on a scale of 1 to 5 with 1 designating a rating of **Ineffective**, 3 designating **Effective** and 5 designating **Highly Effective**. Competency descriptors are provided on the Performance Rubric for the

ratings of 1, 3, and 5. Staff may be scored as a 2 or 4, based on evidence as compared to the descriptors. Descriptors include examples of research based strategies and behaviors that are associated with improving student achievement.

- Essential competencies are noted on the Performance Rubric in each domain. (Competencies 1.1, 1.2, 1.3; 2.2, 2.7, 2.8; 3.2, 3.4; 4.1, 4.6). These competencies have been identified as critical to effective performance and a minimum expectation is that the final evaluation shall include evidence of the essential competencies. The remaining competencies can be included in the final evaluation if evidence presents during the evaluation process. Only competencies that are rated (including all essential competencies) will be considered in the determination of the final evaluation.
- Competencies that are rated will be supported by evidence based on observation and/or artifacts.
- Observation feedback will be captured using the evaluation management system selected by EVSC.
- All observations should be completed within a reasonable length of time and prior to the end of the semester. The goal is that feedback conferences are completed prior to the end of the semester. All conferences will be completed by the end of the school year.
- Observation feedback will be shared with the teacher within a reasonable length of time (the goal is within 10 days). Feedback and notes generated through the process of short or extended observations is provided electronically to the teacher or shared in a post observation conference.
- A copy of the observation rubric with the evaluator's comments and preliminary scores will be shared electronically or in hard copy with the teacher within a reasonable timeframe following the conference. (Absences and inclement weather will be considered.)
- Teachers may bring artifacts or evidence to the post observation conference or upload to the evaluation management system if desired prior to or following a post conference.
- Teachers may upload a rebuttal to the evaluation management system.

Observation Documentation and Artifacts

Observations are the recording of observable teacher behaviors including interactions with students and adults for the purpose of rating the quality of teaching and the impact on student learning. **Artifacts are natural by-products of a teacher's work and are not created for the purpose of satisfying evaluation requirements.** The EVSC Teacher Evaluation Performance Rubric considers observations as well as artifacts as evidence.

- The Teacher Evaluation Performance Rubric is designed to create a clear picture of the teacher's professional practice using a "holistic" perspective.
- The descriptors for each competency provide both the teacher and the observer with examples of research based instructional strategies and behaviors.

Teacher Performance Rubric

Domain 1: Instructional Design and Assessment	1.1 Effective Lesson Design
	1.2 Standards-based Instructional Goals and Learning Outcomes
	1.3 Multiple Assessments Aligned to Goals and Learning Outcomes
20%	
Domain 2: Instructional Delivery	2.1 Resources, Activities and Materials
	2.2 Presenting Instructional Content
	2.3 Lesson Pacing and Structure
	2.4 Questioning Strategies
	2.5 Thinking and Problem Solving
	2.6 Academic Feedback
	2.7 Teacher Knowledge of Students
	2.8 Teacher Knowledge of Content
55%	
Domain 3: Learning Environment	3.1 Expectations
	3.2 Managing Student Behavior
	3.3 Environment
	3.4 Respectful Culture
15%	
Domain 4: Collaboration and Professional Responsibilities	4.1 Collaboration with Colleagues
	4.2 Continuous Professional Skills and Knowledge Development
	4.3 Awareness and Advocacy of Students and Profession
	4.4 Stakeholder Engagement and Communications
	4.5 Teacher Leadership
	4.6 Teacher Compliance to Policy and Procedures
10%	

EVSC Administrator Evaluation Process Summary

According to Indiana State Statute, evaluation plans must include the following elements:

- Annual performance evaluations for all certified employees.
- Objective measures for student achievement and growth, including methods for areas and subjects not measured by statewide assessments.
- Rigorous measures of effectiveness, including observations, artifacts, and other performance indicators.
- Annual designation of each certified employee in an identified ratings categories: ***Highly Effective, Effective, Improvement Necessary, or Ineffective.***
- An explanation of the evaluator's recommendations for improvement, including the time frame in which improvement is expected.

Administrator Observation and Artifacts

- The Performance Rubric for each administrative staff group is based on a scale of 1 to 5 with 1 designating a rating of ***Ineffective***, 3 designating ***Effective*** and 5 designating ***Highly Effective***. Competency descriptors are provided on the Performance Rubric for the ratings of 1, 3, and 5. Administrators may be scored as a 2 or 4, based on evidence as compared to the descriptors. Descriptors include examples of research based strategies of leadership and behaviors that are associated with improving student achievement.
- For most administrators observations will consist of observing the administrator in the context of day to day activities. Examples include but are not limited to facilitating / presenting professional development to staff, facilitating / conducting staff, leadership, professional learning community or data team meetings, conducting classroom walkthroughs and providing feedback, participating in professional development or collaborative meetings such as Principals' Meetings, and individual data chats with principals.
- Artifacts are natural by-products of an administrator's work and are not created for the purpose of satisfying evaluation requirements.
- Competencies that are rated will be supported by evidence based on observation and/or artifacts.
- Observation feedback will be captured using the evaluation management system selected by EVSC.
- All conferences will be completed by the end of the work calendar for that group of administrators.
- Administrators are encouraged to upload artifacts or evidence to the evaluation management system.
- Administrators may upload a rebuttal to the evaluation management system.

- If an administrator is rated as ***Ineffective*** or ***Improvement Necessary***, a plan of improvement will be designed and implemented under the direction of the primary evaluator for that administrator.
- The scores for all domains will be combined to determine one score for the ***Administrator's Observation and Artifacts*** component, which is 90% of the Final Summative Rating. The ***Final Summative Rating*** will be determined by combining the ***Effectiveness Data*** score and the ***Administrator's Observation and Artifacts*** score.
 - ***Highly Effective*** – final rating of 3.75 – 5.00
 - ***Effective*** – final rating of 2.75 – 3.74
 - ***Improvement Necessary*** – final rating of 1.75 – 2.74
 - ***Ineffective*** – final rating less than 1.74

Development Process for Improving Practice

Program for Improvement (PFI)

Administrator Initiated Program for Improvement

The administrator can initiate a **Program for Improvement (PFI)** based on teacher observation and artifacts anytime during the school year calendar. The goal of the **PFI** is to support teachers early in the school year in order to improve performance prior to the ***Final Summative Rating*** (including student data). The **PFI** is designed to improve the effectiveness of the teacher, provide the teacher with on-going feedback, and monitor steps toward improvement.

- **Program for Improvement** can be initiated at any time during the year after the evaluator has conducted a minimum of 1 long and 1 short observation.
- If the administrator recommends a **PFI**, the teacher submits a **Program for Improvement** plan after the post observation conference.
- The following should be included in the **PFI** plan:
 - Specific performance expectation(s) not being met using the EVSC Teacher Evaluation Performance Rubric and/or student performance data.
 - A system for monitoring the teacher's progress based on the **Program for Improvement** plan.
 - Resources and additional professional development needed.
 - The date by which the plan must be completed. (The administrator has the discretion to extend the plan based on progress toward improvement.)
 - Professional Development that is relevant to the **PFI** goals.
 - Rationale of how professional development activities relate to recommendations for improvement (IC 20-28-11.6).
- If multiple areas of improvement are noted, the evaluator may choose the area or areas to address initially.
- The administrator shall approve the timeline, including monitoring progress and completion.
- The administrator should notify Human Resources if a teacher is completing a **Program for Improvement**.
- Successful completion of **PFI** does not end the evaluation cycle.
- If a teacher does not meet the goals of the **PFI**, cancellation of contract may result.

Performance Development Plan (PDP)

Performance Development Plan (PDP) complies with state law (IC 20-28-11.5-6). If a teacher's *Final Summative Rating* is *Ineffective or Improvement Necessary*, a **Performance Development Plan** must be developed and implemented. Additionally, a certified employee whose student data negatively affects student achievement and growth cannot receive a rating of *Highly Effective or Effective* (IC 20-28-11.5; Sec. 4).

- The teacher will submit a **Performance Development Plan** after notification of a summative rating (which includes student data) of *Ineffective or Improvement Necessary*.
- The building administrator may accept the plan as written or make recommendations to address areas of improvement.
- The building administrator may accept the plan as is or make recommendations to address areas of improvement.
- The administrator shall approve the timeline for the **PDP**, including monitoring progress and completion. By law, the **PDP** must not exceed 90 school days.
- The following should be included in the **PDP** plan:
 - Specific performance expectation(s) not being met using the EVSC Teacher Evaluation Performance Rubric and/or student performance data.
 - A system for monitoring the teacher's progress based on the **Performance Development Plan**.
 - Resources and additional professional development needed.
 - License renewal credits to be used for professional development to complete the PDP plan.
 - Rationale of how professional development activities relate to recommendations for improvement (IC 20-28-11.6).
- If the evaluator and the teacher cannot jointly establish the **Performance Development Plan**, the evaluator shall do so unilaterally.
- The recommendation for cancelation of contract will be made to the Superintendent, if the teacher cannot be rated as *Effective* or *Highly Effective*.

Effectiveness Data

Per law IC 20-28-11.5, in addition to observations and artifacts, the teacher's final summative rating must 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.

Certified staff responsible for instruction in subjects measured by statewide Assessment (ISTEP)

Primary: 4% (state assessment results)
Secondary: 4% locally developed assessment of student growth
Tertiary: 2% K-8, Alternative Schools: Performance toward attainment of School wide Improvement Plan (SIP) goal
2% HS: School letter grade (9-12)

Rubric for ISTEP assessment of student growth

Students median growth score falls at or below 34 with statistical certainty	Students median growth score falls below 50 but above 34 with statistical certainty	Students median growth score falls at or above 50 but below 65 with statistical certainty	Students median growth score falls at or above 65 with statistical certainty
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Certified staff who do not teach in areas measured by statewide assessments

Primary: 5% locally developed assessment of student growth
 Secondary: 5% K-8, Alternative Schools: Performance toward attainment of School wide Improvement Plan (SIP) goal
 5% HS: School letter grade (9-12)

Rubric for locally developed assessment (LDA) of student growth

Less than 20% of students show improvement from pre to post assessment	20%-29.9% of students show improvement from pre to post assessment	30%-59.9% of students show improvement from pre to post assessment	60-74.9% of students show improvement from pre to post assessment	More than 75% of students show improvement from pre to post assessment
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*Negative Impact: Less than 10% of students show improvement from pre to post assessment.

Rubric for SIP goal attainment

K-8, Alternative Schools: based on SIP goal

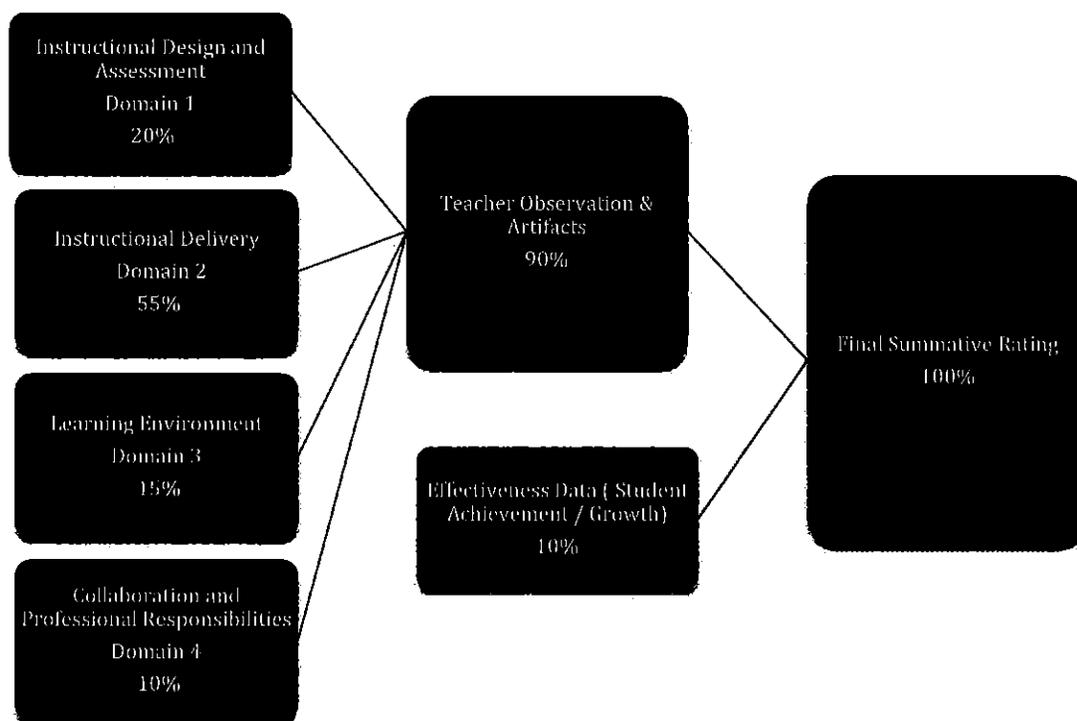
School did not show any improvement toward SIP goal	School showed improvement but did not meet SIP goal	School met SIP goal	School exceeded SIP goal but did not attain stretch goal	School met stretch SIP goal
---	---	---------------------	--	-----------------------------

HS: based on school grade

F	D	C	B	A
---	---	---	---	---

Computing the Final Summative Rating

The summative rating is determined using multiple data sources. The chart below indicates the relative weight of each component in the computation of the *Final Summative Rating*.



Each Domain of the teacher rubric is assigned a percentage of the rating. Each competency within the Domain is apportioned a weight as indicated in the Teacher Evaluation Rubric. The weighted ratings are combined to determine the *Final Summative Rating*.

The scores for Domains 1 - 4 will be combined to determine one score for the *Teacher Observation and Artifacts* component, which is 90% of the *Final Summative Rating*. The *Final Summative Rating* will be determined by combining the *Effectiveness Data* score and the *Teacher Observation and Artifacts* score.

- **Highly Effective** – final rating of 3.75 – 5.00
- **Effective** – final rating of 2.75 – 3.74
- **Improvement Necessary** – final rating of 1.75 – 2.74
- **Ineffective** – final rating less than 1.74

A teacher who receives a rating of **Ineffective or Improvement Necessary** may file a request for a private conference with the superintendent's designee not later than 5 workdays after receiving notice of a rating of **Ineffective or Improvement Necessary**.

A teacher who receives a summative rating of **Ineffective or Improvement Necessary** will not receive additional compensation based on the EVSC compensation model (IC 20-28-9-1).

A teacher who negatively affects student achievement and growth cannot receive a summative rating of **Highly Effective or Effective** (IC 20-28-11.5-6) A teacher is defined as having negative impact on student achievement if the calculation from the DOE EE Report identifies a teacher as such or the teacher's **Locally Developed Assessment (LDA)** growth score is less than 10%.

- A teacher can have a Summative Rating of **Improvement Necessary or Ineffective** but not be considered to have a "negative" impact on students.
- A teacher that is considered to have a "negative" impact on students can only receive a Summative Rating of **Improvement Necessary or Ineffective**.

Human Resources will track all **Final Summative Ratings** and inform the immediate building or district supervisor if a teacher is rated **Ineffective**. As prescribed by law (IC 20-32-4-1 Sec. 7(b)(2)), a student will not be instructed for two consecutive years by two consecutive teachers rated as **Ineffective**. If it is not possible to comply with this section, the building principal or district supervisor will notify the parent/guardian indicating the student will be placed in a classroom with a teacher whose previous **Final Summative Rating** was **Ineffective**.

Evaluation Management System

EVSC has selected iObservation as the district's evaluation management system. iObservation is an instructional and leadership improvement system. It collects, manages, and reports longitudinal data from classroom walkthroughs, observations, and evaluations. Teacher growth and leadership practices inform professional development differentiated to individual learning needs for every teacher and leader to increase his/her classroom effectiveness each year. The performance rubrics are loaded into the system and assigned ratings based on a weighted scale (**Appendix B**). A performance score that includes observations and artifacts will be calculated and combined with Teacher Effectiveness data to determine the **Final Summative Rating** (IC 20-28-11.5-4 (c) (4) and (6)). All evaluated employees will receive completed evaluations including Effectiveness data (student data) within seven business days from the completion of the evaluation.

Appendices

Appendix A:

Common Terms

It is important that all stakeholders share a common understanding of terms and definitions used within the EVSC Teacher Evaluation System.

Action Research A disciplined process of inquiry conducted by and for those taking action. The primary reason for engaging in action research is to assist the teacher in improving and/or refining his or her practice.

Artifact A product resulting from a teacher's work. Artifacts are natural by-products of a teacher's work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used as evidence to support an evaluation rating and when the evaluator and teacher disagree on the final rating. Teachers may use them as exemplars of their work. Examples *may include but are not limited to* the following:

- **Lesson Plans** – Teacher's daily plans that demonstrate the intentional design of coherent instruction.
- **Professional Development** – Staff development, based on research, data, practice and reflection that focus on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
- **Professional Learning Community Participation** – Common assessments, lesson plans, or other documents created collaboratively.
- **Student Achievement Data** – Student achievement/testing data available from multiple sources
- **School Improvement Plan** – Teacher participation in the development of the plan, their implementation of SIP strategies, and/or alignment of student achievement to the school-wide goals.
- **School Teams documents** – Work from school-wide teams that include but are not limited to leadership, PBIS, RTI, grade level or content PLC's.

Collaborative Teams:

Teachers and others working together in a structured system intended to clarify purpose and priorities, focus on the right work, and continuously improve effectiveness.

Competency: The sub-category of performance including skills, abilities, and proficiencies that are aligned with each Domain.

Components: The three parts of the complete evaluation process that determine the summative teacher evaluation rating.

Data Chats: Professional discussions between educators that focus on data analysis.

Depth of Knowledge (DOK):

Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about how students engage with the content. DOK is a common language of "rigor," or cognitive demand, in assessments curricular units, lessons, and tasks. DOK has 4 levels that grow in cognitive complexity

Descriptor: Description of practice associated with specific competencies.

Digital Resources: Content or instructional resources that are primarily accessed through a digital platform (web, mobile, or other means).

Differentiation: Classroom practice with a balanced emphasis on the individual student and course content based on three categories of student need and variance: readiness, interest, and learning profile (Thomlinson 2010).

Domains: Organizational categories that define what teachers should know and be able to perform in the practice of their profession. (Dimensions of performance, aspects of teaching and realm of activities that shape the basis of evaluation)

Effectiveness Data: Objective measures of student achievement and growth to inform the teacher evaluation in compliance with state statute.

Effectiveness Rating: An annual measurement of effectiveness assigned to certified employees based on the formal Teacher Evaluation Process.

Enrichment: A configuration or instructional structure that augments or supplements the student educational experience to differentiate based on individual needs. (HS "enrichment" may look very different than elementary and middle level programs).

Essential Competencies:

Competencies 1.1, 1.2, 1.3, 2.2, 2.7, 2.8, 3.2, 3.4, 4.1, and 4.6 in the Teacher Evaluation and Development rubric. Essential competencies will be different based upon the corresponding rubric for different employee groups.

Evaluation Lane: The observation process and timeline a teacher will follow for an evaluation. The process lane is based upon years of experience and effectiveness rating from the previous year.

Evaluator: An individual who conducts the staff performance evaluation process (IC20-28-11.5).

- Evidence:** Documents and documented observations that demonstrate or confirm the work of the person being evaluated and support the rating on a given component.
- Feedback:** The response provided to teachers after an observation, i.e. reaction, comment, criticism, advice, expectations, commendations, or suggestions. Feedback can be verbal, written, electronic, or a combination of these.
- Feedback Cycle:** An intentional system where by those being observed receive meaningful input, recommendations, resources, etc. in a timely manner to improve their practice.
- Final Summative Rating:** The annual designation of each certificated employee based on ratings derived from teacher evaluation process (detailed rating scales that define a set of levels for each performance dimension) and Effectiveness Data.
- Gradual Release of Responsibility:** Delivery of instruction that utilizes modeling, guided practice, and independent practice when presenting content.
- Guaranteed and Viable Curriculum (GVC):** Essential content that is sequenced appropriately and can be adequately addressed in the instructional time available.
- Higher Order/Level:** Rigorous level of cognitive demand including analysis, synthesis, and evaluative reasoning. (*The student asks "How many ways are there to get this answer?", "I don't think I agree with you on this, because...", "What if...", "Explain why...", "Does anyone have another idea how we might figure this out?" Students write an essay in the style of Poe and describe which aspects of his style they incorporated.*)
- Intellectual Engagement:** Taking ownership of content through actively thinking it through with the purpose of understanding over rote memorization.
- Intervention:** The systematic and explicit instruction provided to accelerate growth in an area of identified need as indicated by a universal skills screener. Interventions are designed to improve performance relative to a specific, measurable goal.
- Key Concepts and Ideas:** Essential information contained in a variety of sources that support understanding of academic content.
- Learning Objective:** A target for learning that demonstrates student competence or mastery in the subject area being studied.

Learning Styles: An individual's natural or habitual pattern of acquiring and processing information in learning situations. A core concept is that individuals differ or have a preference in how they learn.

Locally Developed Assessments:

Pre/post course assessments aligned to state standards. The assessments are designed to provide objective measures of student achievement and growth in content areas not measured by statewide assessments (IC 20-28-11.5).

Low-level Behaviors:

Description of student behaviors within the PBIS hierarchy that do not significantly interfere with a students' ability to learn or other students' ability to learn

Meta-cognition:

Also referred to as "thinking about your thinking" including activities such as "think-a-louds", explicit modeling, and self-talk.

Norms of Collaboration:

Agreed upon processes and behaviors for group work and decision-making.

Observation:

The recording of observable teacher behaviors and interactions with students and adults for the purpose of rating the quality of teaching and the impact on student learning.

- Short Observation - minimum of 15 minutes in length
- Extended Observation – length of one instructional period or a minimum of 40 minutes

Observation Conference:

A post observation discussion between the evaluator and the certified employee including feedback for reflection. The conference is to be scheduled subsequent to the observation in a reasonable amount of time (The goal is within 10 days) and prior to the end of the semester. All post observation conferences must be completed prior to the end of the school year. The post conference can include electronic features included in the iObservation tool.

Observation Lane:

The observation process and timeline for evaluation that determines the minimum number and length of observations.

Observation Process and Timeline:

The length and number of observations determined in the Evaluation Process for each Observation Lane.

Observer:

Building level administrators including principals, assistant principals, department chairs, and Professional Development Specialists. District

level administrators including directors and assistant directors may also conduct observations.

Open Ended: A question that is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings.

PBIS: Positive Behavior Intervention and Supports.

Performance Development Plan (PDP):

Performance Development Plan is automatically initiated to comply with state law IC 20-28-11.5-6. The plan is initiated if calculation of teacher's ***Final Summative Rating***, including student data, is ***Ineffective or Improvement Necessary***.

Program for Improvement (PFI):

Program for Improvement can be initiated at any time during the year and include a minimum 1 long and 1 short observation.

Pre-Conference: A discussion prior to an observation between the evaluator and the certified employee. The meeting may include but is not limited to answering employee questions or sharing expectations. A pre-conference is not mandatory.

PLC's: Educators that work collaboratively to inform and improve their professional practice as well as the collective practice of the team by asking the following questions in a continuous cycle of inquiry: "What do we want students to know, how do we know that they know it, and how do we respond when they don't aren't learning it or already know it?"

Remediation: Targeted instruction for students based on results of standards-based unit level common formative assessments designed by PLCs. Remediation is designed to improve student performance relative to expected levels of proficiency for content and embedded skills within prioritized standards. Teachers collaboratively use the results of standards-based unit level common formative assessments to determine flexible, ongoing support within Tier I and/or additional time to help students learn those prioritized standards for which they are not demonstrating mastery.

Response to Intervention (RtI):

A validated, evidence-based program or instructional practice that provides targeted instruction in a specific skill or set of skills (e.g., phonemic awareness, vocabulary, math problem solving). Specific district provided interventions occur within Tiers II and III of the EVSC RTI continuum of supports.

Rubrics: Rating scales that provide guidance to evaluators in making decisions about teacher performance. Rubrics are also intended to develop consistency among evaluators and provide inter-rater reliability.

School Improvement Plan (SIP):

A 3-year strategic continuous school improvement and achievement plan that is reviewed and updated annually by a committee of persons interested in the school, including administrators, teachers, parents, and community and business leaders appointed by the administrator. Teacher appointments to the committee must be made in accordance with IC 20-29.

Start of School Year: The first teacher work day of each school year.

Summative Rating Scale: A teacher is considered:

- **Highly Effective** - final rating of 3.75 - 5:00
- **Effective** - final rating of 2.75 - 3.74
- **Improvement Necessary** - final rating of 1.75 - 2.74
- **Ineffective** - final rating less than 1.74

Appendix B

Teacher Performance Rubric

Teacher

Additional Certified Employee Performance Rubrics

Performance Rubrics and Domain Percentages for Summary Rating are included in the appendices:

**Assistant Principals
Department Heads
District Administrators
Principals
Special Education Coordinators**

**Coaches
Counselors
Media Specialists
Psychologists
Social Workers
Therapists**

Student Data Sources and Configurations

ISTEP tested growth data 4-8 teaching

ELA, Math only

4% from ISTEP
4% from Locally Developed Assessment (LDA) – PLC created pre and post assessment based on subset of grade level content standards (GVC)
2% Performance toward SIP goal

Building Level Coaches

5% ISTEP Growth
5% SIP

Social Workers:

5% ISTEP Growth
5% SIP

Grades K-8 not measured by ISTEP

including Title I Instructionalists

5% from Locally Developed Assessment (LDA) – PLC created pre and post assessment
5% from performance toward SIP goal

High Schools 9-12

5% LDA
5% School grade

District Coaches

5% District SIP
5% EVSC Grade

Psychologist:

5% EVSC Grade

5% District SIP

Building Counselors HS

5% Building Grade

5% SIP

Special Education Coordinators

5% EVSC Grade

5% EVSC SIP

Media Specialists

5% School SIP

5% School Grade

Itinerant Fine Arts HS

5% Average of Schools' Grades

5% LDA

Itinerant Fine Arts EL/MS

5% ISTEP Growth

5% LDA

SICTC

5% LDA

5% CTE Metrics (Certifications, KEYS,
Industry Certification Accountability piece)

ELL

5% EPA (English Proficiency Assessment)

5% LDA

Itinerant Special Education HS

5% Average of Schools' Grades

5% LDA

Itinerant Special Ed. EL/MS

5% ISTEP Growth

5% LDA

Principals HS

5% School SIP

5% School Grade

Principals EL/MS

5% ISTEP Growth

5% School SIP

Asst. Principal EL/MS

5% School SIP

5% ISTEP Growth

Asst. Principal HS

5% School SIP

5% School Grade

Department Heads

4% LDA

4% School Grade

2% School SIP

Building Counselors EL/MS

5% ISTEP Growth

5% School SIP

Appendix C

Locally Developed Assessments (LDA)

An LDA is an assessment developed by all teachers using an approved set of GVC (Guaranteed and Viable Curriculum) standards. The assessment will be used to determine how many students improve their knowledge and performance after receiving instruction.

Effectiveness Rating

An Effectiveness Rating is a requirement of the new teacher evaluation system. The Effectiveness Rating is a single number based on the following scale:

Less than 20% of students show improvement from pre to post assessment	20%-29.9% of students show improvement from pre to post assessment	30%-59.9% of students show improvement from pre to post assessment	60-74.9% of students show improvement from pre to post assessment	More than 75% of students show improvement from pre to post assessment
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Creating the LDA

Each content area has determined a set of approved GVC standards. Teachers select 5 of these standards to include on the LDA. There will be 3 to 4 times per standard. The types of question may vary based on grade level and/or content. At least one item needs to be a constructed response item for ELA, Math, Science and Social Studies assessments.

Teachers are responsible for creating the LDA and may do so independently or as part of a Professional Learning Community. If a teacher teaches multiple sections of the same course, then they can choose to give the LDA to all students, but just one section would be sufficient. Only students who take both the pre and posttest will be included in the rating.

Assessment Windows

For elementary and middle schools, the pretest will be administered in the fall. For high school, the pretest will be administered in January (this is due to some courses being taught for only one semester and for the changes in class lists from one semester to the next.)

	Elementary	Middle School	High School
Pretest	October 13-31, 2014	October 13-31, 2014	January 5-23, 2015
Posttest	April 3-17, 2015	April 3-17, 2015	May 4-21, 2015 (the LDA may be part of the comprehensive final)

Scoring and Recording Results

Teachers are to grade the assessments and record the scores from their LDA on a district-approved template that will be uploaded to iObservation. OPAR is developing the template and it will be ready prior to the assessment window. Scores will be recorded within the assessment windows.

Appendix D

Indiana State Statutes for Teacher Evaluation

Information Maintained by the Office of Code Revision Indiana Legislative Services Agency

IC 20-28-11.5

Chapter 11.5. Staff Performance Evaluations

IC 20-28-11.5-1

"Evaluator"

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:

- (1) has clearly demonstrated a record of effective teaching over several years;
- (2) is approved by the administrator as qualified to evaluate under the plan; and
- (3) conducts staff performance evaluations as a significant part of teacher's responsibilities.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-2

"Plan"

Sec. 2. As used in the chapter, "plan" refers to a staff performance evaluation plan developed under this chapter.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-3

"School corporation"

Sec. 3. As used in this chapter, "school corporation" includes:

- (1) a school corporation;
- (2) a school created by an interlocal agreement under IC 36-1-7;
- (3) a special education cooperative under IC 20-35-5; and
- (4) a joint career and technical education program created under IC 20-37-1.

However, for purposes of section 4(a) and 4(b) of this chapter, "school corporation" includes a charter school, a virtual charter school, an eligible school (as defined in IC 20-51-1-4.7).

As added by P.L.90-2011, SEC.39. Amended by P.L.229-2011, SEC.176; P.L.172-2011, SEC.122.

IC 20-28-11.5-4

School corporation plan; plan components

Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan beginning with the 2012-2013 school year.

(b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:

(1) A plan using master teachers or contracting with an outside vendor to provide master teachers.

(2) The System for Teacher and Student Advancement (TAP).

(3) The Peer Assistance and Review Teacher Evaluation System (PAR).

(c) A plan must include the following components:

(1) Performance evaluations for all certificated employees, conducted at least annually.

(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:

(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;

(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

(3) Rigorous measures of effectiveness, including observations and other performance indicators.

(4) An annual designation of each certificated employee in one (1) of the following rating categories:

(A) Highly effective.

(B) Effective.

(C) Improvement necessary.

(D) Ineffective.

(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.

(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

(d) The evaluator shall discuss the evaluation with the certificated employee.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-5

Conduct of evaluations

Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.

(b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-6

Completed evaluation; remediation plan; conference with superintendent

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.

(b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the administrator did not conduct the performance evaluation, the administrator may direct the use of the certificated employee's license renewal credits under this subsection.

(c) A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.
As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-7

Student instructed by teachers rated ineffective; notice to parents required

Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2.

(b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.

(c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

(d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-8

State board actions; model plan; approval of plan by teachers

Sec. 8. (a) To implement this chapter, the state board shall do the following:

- (1) Before January 31, 2012, adopt rules under IC 4-22-2 that establish:
 - (A) the criteria that define each of the four categories of teacher ratings under section 4(c)(4) of this chapter;
 - (B) the measures to be used to determine student academic achievement and growth under section 4(c)(2) of this chapter;
 - (C) standards that define actions that constitute a negative impact on student achievement; and
 - (D) an acceptable standard for training evaluators.
- (2) Before January 31, 2012, work with the department to develop a model plan

and release it to school corporations. Subsequent versions of the model plan that contain substantive changes must be provided to school corporations.

(3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to information on the plan, the plan's implementation, and this chapter.

(b) A school corporation may adopt the department's model plan, or any other model plan approved by the department, without the state board's approval.

(c) A school corporation may substantially modify the model plan or develop the school corporation's own plan, if the substantially modified or developed plan meets the criteria established under this chapter. If a school corporation substantially modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. If the department makes such a request, before submitting a substantially modified or new staff performance evaluation plan to the department, the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the voting teachers vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department.

(d) Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

As added by P.L.90-2011, SEC.39. Amended by P.L.160-2012, SEC.50.

IC 20-28-11.5-9

Department report of evaluation results

Sec. 9. (a) Before August 1 of each year, each school corporation shall provide the results of the staff performance evaluations, including the number of certificated employees placed in each performance category, to the department. The results provided may not include the names of or any other personally identifiable information regarding certificated employees.

(b) Before September 1 of each year, the department shall report the results of staff performance evaluations to the state board, and to the public via the department's Internet web site, for:

(1) the aggregate of certificated employees of each school and school corporation; and

(2) the aggregate of graduates of each teacher preparation program in Indiana.

As added by P.L.90-2011, SEC.39. Amended by P.L.6-2012, SEC.138.

Appendix E

Teacher Evaluation Research

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- Danielson, C. & McGreal, T. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Gordon, R. K. (2006). *Identifying effective teachers using performance on the job*. The Brookings Institution, Washington, DC.
- Hattie, J. (2008). *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
- Ingvarson, L., & Rowe, K. (2007, February 1). *Conceptualizing and evaluating teacher*

quality: Substantive and methodological issues. Retrieved from ACEReSearch:

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Kane, T. & Staiger, D. (2008). *Estimating teacher impacts on student achievement: An experimental evaluation.* Working Paper, National Bureau of Economic Research, Cambridge.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. (2013). *Marzano art and science of teaching framework.* Palm Beach Gardens, FL: Learning Sciences International®.

Marzano, R. J. (2010). *On excellence in teaching.* Bloomington, IN: Solution Tree Press.

Marzano, R. J. (2005). *The art and science of teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2003). *What works in schools: Translating research into action.* Alexandria, VA: Association for Supervision and Curriculum Development.

Rothstein, J. (2011). *Review of learning about teaching.* National Education Policy Center.

Schmoker, M. (2011). *Focus: Elevating the essentials to radically improve student learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

TAP™: The System for Teacher and Student Advancement, National Institute for Excellence in Teaching (NIET).

*Behavior Therapist Rubric was developed by the Student Support Services Project, University of South Florida, a special project funded by the Florida Department of Education, Division Public Schools, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance

under the Individuals with Disabilities Education Act (IDEA), Part B and is available online at <http://www.fldoe.org/ese>. For more information on available resources, contact the BEESS Resource and Information Center (BRIC).

BRIC website: <http://www.fldoe.org/ese/clerhome.asp>

Bureau website: <http://www.fldoe.org/ese>

Email: bric@fldoe.org

Susan Lynn Phelps, M.S.

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Newburgh, IN 47630
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slp348@wowway.com

EDUCATION

University of Louisville, Louisville, KY

Ph.D. in Counseling Psychology, all but dissertation completed

Murray State University, Murray, KY

M.S. in Clinical Psychology

Thesis: The Role of Expectancy as a Determiner of Verbal Hallucinations

1995

Western Kentucky University, Bowling Green, KY

B.S. Psychology

1990

WORK HISTORY

Evansville Vanderburgh School Corporation

August 2012-Present

Administrative Coordinator for Behavioral Support

- Work with district leadership team to implement positive behaviors interventions and support throughout all schools in the corporation.
- Work with district leadership team to assist with implementation of RtI throughout the corporation.
- Work with Director of Exceptional Learners to provide additional training to staff to improve classroom behavior and develop functional behavioral assessments in general education classrooms, self contained classrooms, and for students in the alternative schools.
- Work with director of family engagement to improve communication with parents and participation in school events.

Evansville Vanderburgh School Corporation

August 2010-August 2012

Psychologist

- Utilize intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments.
- Develop behavior intervention programs for students having emotional and behavioral disorders.
- Administer ADI-R and assist with the administration of ADOS to students suspected of having autism or an autism spectrum disorder.
- Provide training to staff on the development of behavior plans, functional behavioral assessments, and school-wide implementation of PBS models.

Psychological Services for Children, PSC Madisonville, KY

2003-Present

Licensed Psychological Practitioner

- Complete consultative exams for the Kentucky Department for Disability Determination. Populations assessed include pediatric, child, and adult. This includes completion of psychosocial and psychological assessments to determine diagnosis.
- Utilize intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments.
- Assess children and adolescents for possible attentional, mood, behavior, and/or anxiety disorders.
- Administer the ADI-R to assess children and adolescents suspected of having an autism spectrum disorder.
- Provide individual and family counseling utilizing cognitive behavioral techniques.

Hopkins County Board of Education, Madisonville, KY

2003-2010

Licensed Psychological Practitioner

- Developed programs and training to address emotional and behavior problems for all students in the district.
- Utilized the ADI-R to complete multidisciplinary assessments for students suspected of having autism.
- Provided counseling to students and families placed in an alternative school.
- Developed behavior intervention plans for students in regular and self-contained settings across the district.

<i>Multicare Specialists, PSC Madisonville, KY</i>	2002-2003
Licensed Psychological Practitioner	
<ul style="list-style-type: none"> • Provided individual and family counseling using cognitive behavioral strategies. • Utilized intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments. • Evaluated children and adolescents for possible attentional, behavioral, mood, behavior, and/or anxiety disorders. 	
<i>Rivervalley Behavioral Health, Owensboro, KY</i>	2002-2004
Licensed Psychological Practitioner	
<ul style="list-style-type: none"> • Utilized intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments. • Evaluated children and adolescents for possible attentional, behavioral, mood, behavior and/or anxiety disorders. • Provided individual and family counseling utilizing cognitive and behavioral strategies. 	
<i>Trover Foundation, Madisonville, KY</i>	1996-2002
Licensed Psychological Associate	
<ul style="list-style-type: none"> • Utilized intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments. • Evaluated children and adolescents for possible attentional, behavioral, mood, behavior and/or anxiety disorders. • Provided individual and family counseling utilizing cognitive and behavioral strategies. 	
<i>Pre-Doctoral Internship at Evansville Psychiatric Consortium, Evansville, IN APA accredited site</i>	2000-2001
<ul style="list-style-type: none"> • Provided counseling to children and adolescents in acute and long term psychiatric hospital settings. • Utilized intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments. • Evaluated children for autism. • Completed psychoeducational evaluations for local school district. 	
<i>Child Evaluation Center, Louisville, KY</i>	07/1999 to 12/1999
<ul style="list-style-type: none"> • Completed advanced internship by participating on a multi-disciplinary assessment team. The team evaluated children and adolescents having severe developmental disorders and possible autism. 	
<i>The Center for Attention Deficit Disorders Louisville, KY</i>	06/1999 to 01/2000
Licensed Psychological Associate	
<ul style="list-style-type: none"> • Completed psychoeducational evaluations for an Indiana school district. 	
<i>Calumet Center Madisonville, KY</i>	1995-1996
Licensed Psychological Associate	
<ul style="list-style-type: none"> • Utilized intelligence and achievement tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments. • Evaluated children and adolescents for possible attentional, behavioral, mood, behavior and/or anxiety disorders. • Provided individual and family counseling. • Completed psychoeducational evaluations for several school districts. 	

CERTIFICATES/LICENSE

Licensed Psychological Associate state of Kentucky	1995-2003
Licensed Psychological Practitioner state of Kentucky	2003-Present

TEACHING EXPERIENCE

Itinerant professor, Department of Psychology, Madisonville Community College	1996-1997
<ul style="list-style-type: none"> • Taught an Introductory to Psychology course to undergraduate students. 	

Catherine Minihan

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EDUCATION

Vanderbilt University, Peabody College

Nashville, TN

Doctor of Education, K-12 Education Leadership and Policy, Expected May 2015

Harvard University, Graduate School of Education

Cambridge, MA

Master of Education, Educational Policy and Management, June 2007
Focus in educational evaluation and assessment

Vanderbilt University, Peabody College

Nashville, TN

Bachelor of Science, summa cum laude, May 2003

Elementary Education and Sociology majors

Honors: Dorothy Cate Frist Scholarship, 2003 Outstanding Undergraduate Sociology Student Award

CERTIFICATION

Elementary Teaching License – IN K-6

Administrator License – IN P-12

PROFESSIONAL EXPERIENCE

Director of Assessment and Research

Evansville, IN

Evansville Vanderburgh School Corporation, June 2011 – Current

- Manage the district English Learner and High Ability programs including identification, service models, instructional support, and parent engagement.
- Supervise and evaluate all English as a Second Language teachers (8 teachers and 2 para-professionals).
- Write Title III, Non-English Speaking Program and High Ability grants and manage the \$250,000 annual budget.
- Oversee online testing (ISTEP+, ECA, IREAD-3, NWEA, Acuity, DIBELS Next) for the district – including the training of staff, organization of technological support, and site-based support.
- Lead the district Research Review Panel in reviewing requests to utilize district data in research.
- Facilitate the District Data Team in the analysis of district level data and the implementation of strategies for success.
- Conduct analysis and research for individual schools and the district around areas of interest and concern.
- Provide professional development to district staff around analysis of content standards, as well as item and assessment creation.

Assistant Principal

Evansville, IN

Highland Elementary, September 2011-June 2011

- Assisted principal in the supervision and evaluation all K-5 teachers (50+ teachers)
 - Conducted daily classroom visits
 - Met with individual teachers to discuss observations and analyze assessment results
- Supported principal in the management of 50+ teachers, 10 para-professionals, and 30+ staff
- Managed discipline for K-5 students (950 students).
- Redesigned school safety procedures utilizing National Incident Management System and Incident Command System procedures.
- Led staff in the development of interim math assessments in grades K-5 addressing the school's DataWise learner centered problem.
 - Provided professional development around assessment creation, scoring, and data analysis.
- Analyzed and presented school wide data at district Performance Management sessions.
- Organized Family Engagement Team to facilitate collaboration between families and school staff.

- Collaborated with school team and families to draft proposal for placing a learning center to provide enrichment activities in a mobile home community where 340+ Highland students reside.

Standards and Assessment Manager

Boston, MA

The Achievement Network, June 2009- September 2010

- Managed the development and production of interim English Language Arts and Mathematics assessments, in grades 3-8, aligned to individual state standards.
- Spearheaded the development of assessments across multiple states during company's expansion efforts.
- Led new grade development in lower elementary and instituted assessment piloting process.
- Managed 2 full time content area specialists, 12+ item creation consultants and 6 part-time assessment development staff.
- Led professional development trainings for network teachers on best practices for item development, assessment development, and assessment scoring.
- Created a set of master standards in mathematics to allow for across state comparisons.
- Served as a functional lead for technology initiatives related to assessment development.
- Defined the overall vision and strategy for assessment development and implementation

Assessment Developer

Boston, MA

The Achievement Network, June 2007- June 2009

- Managed the development and production of interim English Language Arts and Mathematics assessments, in grades 5-8, aligned to individual state standards.
- Conducted statistical analysis of assessments and items to determine quality and effectiveness in measuring standards.
- Managed 10+ item creation consultants and 2 part-time assessment development staff.
- Led professional development trainings for network teachers on best practices for item development.
- Served as a functional lead for the internal item bank and assessment creation technology initiative.
- Developed assessment administration and security policies.

Elementary School Teacher

Charlotte, NC

Nations Ford Elementary, fifth grade, August 2003-June 2006

- Planned and implemented standards based lessons in all subject areas.
- Monitored and assessed student progress in all subjects and communicated results to parents.
- Utilized assessment data in planning differentiated instruction.
- Participated in teacher recruiting, interviewing, and hiring.
- Conducted and provided feedback on state and district pilot assessments
- Grade Level Chair 2004-2006: led grade level meetings and served as fifth grade representative in school improvement meetings.

RELATED EXPERIENCE

Administrative Assistant, Educators for Social Responsibility September 2006-June 2007

Site Leader, Traveling Tales June 2001-August 2001 and June 2003-August 2003

VISTA Summer Volunteer, Americorps*VISTA June 2000 – August 2000

PROFESSIONAL AFFILIATIONS

Institutional Review Board: University of Southern Indiana – Committee Member 2013-present

Learning Leadership Cadre: Evansville Vanderburgh School Corporation and Brown University – District leaders advancing practices for transformational educational experiences. Member, 2011-2013

Performance Standards Project: Writing Grades 6-8 (Massachusetts Department of Elementary and Secondary Education)- Committee for review of student writing to establishing performance standards.

Committee Member, 2008-2010

Vic Chamness

3801 Kuebler Road Evansville, Indiana 47720
Phone: 812-455-7207 E-Mail: vic.chamness@yahoo.com

QUALIFICATIONS SUMMARY

- ✓ Awarded and led grants for professional development
- ✓ Recruited and hired staff
- ✓ Evaluated educational programs and staff
- ✓ Developed curriculum with technology integration
- ✓ Structured multiple partnerships for STEM initiatives
- ✓ Facilitated programs and tours at multiple facilities
- ✓ Professional communication through technology
- ✓ Earned Doctorate degree in Educational Leadership

PROFESSIONAL EXPERIENCE

EVANSVILLE VANDERBURGH SCHOOL CORPORATION, Evansville, Indiana

Director of Science, Health, Physical Education and Digital Resources 2012-Present

Position recreated to focus on curriculum, student achievement, professional development and technology integration:

- Curriculum mapping and common assessments district-wide
- Technology integration with efforts leading to digital curriculum and resources

VINCENNES UNIVERSITY

Director of Gibson County Center for Advanced Manufacturing and Logistics

Ft. Branch, Indiana

2011-2012

Responsible for general education credit courses and industry training in mining, industrial maintenance and logistics.

EVANSVILLE VANDERBURGH SCHOOL CORPORATION, Evansville, Indiana

Assistant Principal-Program, Harrison High School

2010-2011

Responsible for standardized testing and scheduling. Leadership role assisting Principal as needed at all events.

Other duties include:

- Observing and evaluating teachers and staff
- Multiple student programs implemented for student achievement
- Monitoring curriculum
- Plan and supervise teacher professional development

Director of STEM Education

1997-2010

Position originally started as Supervisor of Science and Health with Physical Education and Mathematics added in 2000 and 2007, respectively. Major accomplishments included:

- Led curriculum changes on a six-year cycle for four subjects. Included participation on state-level committees.
- Awarded an Indiana Commission of Higher Education two-year grant for approximately \$405,000, in collaboration with the University of Southern Indiana and focused on implementing inquiry-based science instruction at participating middle schools. Thirty-two teachers participated.
- Implemented, selected and supervised one science coach position, a certified teacher.
- Awarded and maintained an annual grant of \$15,000 from Bristol-Myers Squibb Foundation for science kit and supply warehouse. Hired and supervised a support staff person that refurbished kits for teachers. Implemented bar-coding system for kit rotation to schools.
- Performed classroom observations of approximately 15 teachers annually. Assisted principals with teacher evaluations.
- Assisted principals with four teachers placed on program of improvement.
- Met monthly with department heads to lead implementation of curriculum initiatives and other projects/programs. Supervised budgets totaling approximately \$80,000.
- Collaborated and supervised the Deaconess/EVSC Health Science Institute with an annual budget of approximately \$50,000 and eight staff members. (1999-2010)
- Team member of administrators that implemented and monitored new teachers annually via a 3-day orientation in August and monthly meetings.
- Two-year committee assignment for interviewing principal candidates that we recommended to superintendent. (2005-2007)
- Facilitated the SMART Partnership Program for three years. Led collaboration between Toyota and Glenwood Middle School to develop the application of math, science and communication concepts between Toyota employees and Glenwood students. Organized and administered student visits to Toyota and Toyota employees to Glenwood.

- Developed program for Harwood and Evans middle schools to introduce them to robotics and other associate-level programs at IVY TECH.
- Contributed to the transformation of Helfrich Park School to a STEM Academy during the 2007-2008 and 2008-2009 school years in partnership with the University of Southern Indiana and the Southwest Indiana STEM Center.
- Faculty member and trainer for the National Science Resources Center, a co-developed program between the Smithsonian Institution and the National Academies. Led sessions during the 2003, 2004 and 2008 week long summer institutes.
- Delivered national level presentations at the 2009 National Middle School Conference in Indianapolis, Indiana and the 2007 Association of Science Materials Centers Next Step Institute in Tucson, Arizona.
- Regional presentation on STEM at 2010 Annual Meeting of the Project Management Institute, Southwestern Indiana Chapter. Received annual Community Service Award, 2011.
- Assisted interview team to select 6 teachers for new curriculum and technology positions from a field of more than 100.
- Part of committee to oversee development of 6 curriculum and technology teachers for professional development of integrating technology and curriculum to all EVSC teachers.
- Hosted regional three-day technology for teachers conference for Texas Instruments in 2006.
- Created DVDs for documenting best practices in professional development and for students to enhance curriculum. One student DVD was of Berry Plastics and another was a partnership with USI in promoting physical fitness.

Department Head and Science Teacher, Reitz High School **1988-1997**

Responsible for department and school-wide leadership. Taught all levels of science in biology, chemistry and physics. Other duties include:

- Observing and evaluating teachers
- Debate Coach for 3 years
- Budgeting of equipment and supplies
- Announcer at Athletic Events

SABIC INNOVATIVE PLASTICS, INC., Mt. Vernon, Indiana **1994-2005**

Coordinator of Technology Training Program

- Developed 11 customized semester long courses for technicians to be trained for laboratory positions.
- Courses included: Algebra (two levels), Chemistry (two levels), Statistics (with Six Sigma integration), Molding, Physical Testing (including robotics), Site Chemistry, Introduction to Plastics, Introduction to Polymers and Technical Communications.
- Hired and supervised a staff of 13 instructors and 1 support person, ordered all supplementary curriculum materials and supplies, paid all staff through my consulting firm with an average budget of \$20,000 per semester.
- Evaluated instructors and courses then implemented changes every summer as warranted.
- Maintained all student/employee training records and files in conjunction with the Human Resources department.
- Hosted annual graduation ceremony for graduates of the program.

UNIVERSITY OF SOUTHERN INDIANA, Evansville, Indiana **2007-2010**

Adjunct Instructor of Science Education

- Taught Science Methods courses with emphasis on laboratory instruction.
- Supervised pre-service teachers at local schools as they conducted field experiences and laboratory assignments.

OAKLAND CITY UNIVERSITY, Oakland City, Indiana **2000-2001**

Instructor of Technology Courses for Principals

- Taught Microsoft Office and a statistical program for principals to complete their action research projects and presentations.

IVY TECH, Evansville, Indiana **1990-1994**

Instructor of Physics and Algebra

- Taught two levels each of physics and algebra with applications in industry.

EDUCATION

Doctor of Education (Ed.D.) Oakland City University, Oakland City, Indiana	August 2009
Educational Specialist (Ed.S.) & Superintendent's License Indiana State University, Terre Haute, Indiana	December 2006
Secondary Administration and Supervision & Principal's License Oakland City University, Oakland City, Indiana	August 2000
Master of Science in Secondary Education & Award of Academic Excellence University of Southern Indiana, Evansville, Indiana	May 1990
Bachelor of Science & Teacher Certification in Biology, Chemistry, Physics and Computers University of Southern Indiana, Evansville, Indiana	May 1987

PROFESSIONAL ORGANIZATIONS

Evansville Tri-State Manufacturers' Alliance
 Association for Supervision and Curriculum Development
 National Science Teachers Association
 Hoosier Association of Science Teachers, Inc.
 Association of Science Materials Centers
 American Chemical Society
 Indiana Computer Educators

CURRENT BOARDS AND COMMUNITY COMMITTEES

Solutions in Education and Training, formerly known as: Southwest Indiana Network for Education - SINE
 University of Evansville National Science Foundation-Science Talent Expansion Program Board

PREVIOUS BOARDS AND COMMUNITY COMMITTEES

Gibson County Chamber of Commerce
 Gibson County Economic Development Corporation
 Gibson County Healthy Living Committee
 Southwest Indiana Area Health Education Center Steering Committee
 Wesselman Nature Society, President 2008, 2007
 School Community Council - Nutrition and Physical Activity, Evaluation
 Youth First, Inc. - Program/Evaluation Committee
 USI Dean Search Committee - College of Education and Human Services
 USI Pott College of Science and Engineering Board
 USI Science Fair Steering Committee
 USI Science Fair, Institutional Review Board Chairman
 IVYTECH General Academic Board - Biotechnology Committee
 Hoosier Association of Science Teachers, District 7 Director
 National Science Teachers Association, Indiana District 7 Building A Presence Super Key Leader
 Southwest Indiana Council of Teachers of Mathematics, President 2004-2005
 Youth First, Inc. Board of Directors
 Mayor's Commission of Domestic and Sexual Violence Task Force
 Vanderburgh County Soil & Water Conservation District Board
 Family Partnership against Drugs
 Evansville Museum
 Children's Museum of Evansville, Education Committee and Construction Committee
 Mesker Park Zoo Board

EDUCATIONAL INITIATIVES

Association of Science Materials Centers Next Step Institute, Pittsburgh, PA, October 2005
 Association of Science Materials Centers Next Step Institute, Tucson, AZ, October 2007
 Camp Invention Summer Program for students in grades 3-8, started and co-directed the first year and administrative support for the first three years
 Deaconess/EVSC Health Science Institute, Co-Director for past ten years and supporter for 18 years
 Eisenhower grants for Principles of Technology over two summers for middle school and high school teachers, assisted with through USI as a host institution
 GE Plastics and Evans Middle School partnership over five years connecting science and math for students
 Indiana Math & Science Partnership Grant, assisted in writing and submitted for approval - January 2008
 Kids & Chemistry video program with Dr. Hankins from USI for grades 3-6 for over two years
 National Science Resources Center Faculty member and session presenter for Leadership and Assistance for Science Education Reform (LASER) Strategic Planning Institute (SPI), Washington, DC, March 2004
 National Science Resources Center Middle School Science Education Implementation Conf, Keystone, CO, Oct 2002
 National Science Resources Center LASER SPI, Washington, DC, June 2003
 National Science Resources Center National Leadership Development Symposium, Washington, DC, October 2006
 National Science Resources Center Building Awareness Symposium, session presenter, Indianapolis, IN, April 2008
 National Science Resources Center SWOT Analysis for Indiana, Indianapolis, IN, Dec 2008
 SMART DVD created for PE/Health classes through Connect with Southern Indiana Leadership program
 STARPOWER drug/alcohol prevention program for middle school and high school students, Co-Director - 1998-2008
 Ponds for Kids, led initiative to put in ponds for science research at two high schools and one middle school
 Reform of Middle School Science (ROMSS) Grant through Indiana Commission for Higher Education, co-wrote the grant with Dr. Gordon from USI and provided administrative leadership - 2002-2004
 Teachers Teaching with Technology, two day regional conference co-hosted with Texas Instruments
 Toyota and Glenwood Middle School partnership over four years connecting science and math for students
 ZOOMS 2000, Middle School initiative for inquiry-based instruction at Mesker Zoo for math and science

PUBLICATION

Thomas, J.A., & Chamness, V. (2010). Developing internal leaders through building a science laboratory manual, *The Hoosier Science Teacher*, 35(4), 106-111.

AWARDS

USI Master of Science Academic Excellence Award, 1989-1990
 Downtown Optimist Club "Bish Thompson Memorial" Award for Service to Youth, 2008
 Project Management Institute, Southwestern Indiana Chapter Community Service Award, 2011

REFERENCES

Dr. David Smith, Superintendent
 Evansville Vanderburgh School Corporation, Evansville, Indiana

Office: 812-435-8477
david.smith@evsc.k12.in.us

Mr. Tim McIntosh, Principal, Helfrich Park STEM Academy
 Evansville Vanderburgh School Corporation, Evansville, Indiana

Office: 812-435-8246
tim.mcintosh@evsc.k12.in.us

Mrs. Sheila Huff, Principal, Bosse High School
 Evansville Vanderburgh School Corporation, Evansville, Indiana

Office: 812-477-1661
sheila.huff@evsc.k12.in.us

Christopher Ndeki Maher
106 West Street Newton, MA 02458
410.382.2857 christophernmaher@gmail.com

Education and Certification:

JOHNS HOPKINS UNIVERSITY

Baltimore, MD

- Graduate Certificate in School Administration and Supervision

NEW YORK UNIVERSITY

New York, NY

- Master of Public Administration Degree

COLLEGE OF WOOSTER

Wooster, OH

- Bachelor of Arts Degree - Political Science, Spanish

Professional Experience:

MASS INSIGHT EDUCATION

Boston, MA

President, 2014-present

Senior Vice President, 2013-14

Vice President, Field Engagements, 2012-13

- Lead performance partnerships with districts, schools and state education agencies to improve outcomes for students
- Responsible for the delivery of services to schools and districts in 12 states
- Lead the creation of instructional and analytic tools to diagnose district effectiveness and school performance
- Manage a national team of more than 50 staff serving in over 130 schools
- Provide executive coaching to superintendents and senior district officials
- Manage multi-year partnerships with public school systems focused on turning around low-performing schools and district transformation
- Develop design features and monitoring process for successful interventions
- Cultivate relationships with superintendents, district leadership, and philanthropic organizations to support engagements
- Develop and execute internal processes for recruitment and retention of high-performing team members

FRIENDSHIP SCHOOLS, 2009-11

Baltimore, MD

Deputy Chief Academic Officer

- Oversaw all instructional and operational activities at four Baltimore public STEM schools serving over 2,400 students: two preK-8 turnaround school and two 6-12 Transformation schools
- Developed core components of the academic model, including: common instructional strategies, classroom walkthrough tools, and school evaluation rubrics
- Responsible for over \$10 million per year in federal, state, local, and private funds
- Supervised, evaluated and supported school principals and leadership teams
- Managed multi-million dollar facilities renovations at four campuses to improve instructional environment for students

BALTIMORE CITY SCHOOLS, 2008-09

Baltimore, MD

Coordinator of Charter Schools

- Managed and supported 20 secondary public schools, including charter, transformation, innovation and contract schools
- Served as a liaison between the schools and central office
- Oversaw and monitored charter school operations and compliance with agreements and contracts
- Participated in formal documentation procedures, monitoring, and assessments

SUPPORTING PUBLIC SCHOOLS OF CHOICE, 2006-08

Baltimore, MD

Director

- Founded and designed organization to provide technical assistance and support to Baltimore public charter schools and Innovation High Schools
- Expanded the Coalition of Baltimore Charter Schools to include all operating charter schools
- Researched best practices and conducted site visits to charter and innovative school support organizations in numerous states

ACADEMY FOR COLLEGE AND CAREER EXPLORATION, 2004-06

Baltimore, MD

Founding Principal

- Opened new, public high school in Baltimore City in partnership with Mayor's Office of Employment Development and Johns Hopkins University
- Cultivated culture and school climate that resulted in above-average staff and student attendance and retention
- Led a school that exceeded AYP and outperformed the majority of its peers

ADVOCATES FOR CHILDREN AND YOUTH, 2001-04

Baltimore, MD

Education Director

- Led statewide advocacy coalition to pass landmark education funding legislation
- Recruited numerous partner organizations, including unions and school boards
- Successfully advocated for specific reforms such as results-based budgeting

THE AFTER-SCHOOL CORPORATION, 2000-01

New York, NY

Director, AmeriCorps Program

- Implemented start-up of \$1.4 million federal community service program focusing on enriching after-school programs in public schools
- Managed program of over 150 part-time staff members at 24 sites

ALL HALLOWS INSTITUTE, 1997-98

Bronx, NY

Teacher

- 12th grade Political Science and 9th and 10th grade Spanish
- 100% of senior class accepted into college

GREEN OAKS FAMILY ACADEMY, 1996-97

E. Palo Alto, CA

Teacher

- English and Spanish as a Second Language
- Named Extraordinary Teacher for a Distinguished Year of Service

Letters of reference are available upon request.

TAMARA LAGRANGE DEXTER

1672 Woodland Hills Drive, Evansville, Indiana 47725

Phone: 812-454-2258 E-Mail: tammydexter@aol.com

"Children are likely to live up to what you believe of them."

Lady Bird Johnson

Experience

Principal, *McGary Middle School*

July 2012 - Present

- Co-wrote 1003g Federal Grant Application
- Administrator of 1003g Federal Grant (1.08 million dollars per year renewable for 3 years)
- Led "STE(A)M" Initiative
- Facilitated Mass Insight, IDOE and NIET Site Visits
- Transformation Zone Team member

Principal, *Glenwood Leadership Academy K-8, Full Service Community School*

May 2010 - July 2012

- Experienced 14% increase in academic achievement as evidenced in percentage of students passing Both sections of ISTEP+; experienced double digit increases across 5 grade levels in either ELA, Math or Both
- Led the consolidation of two schools (K-5 and 6-8) into a new K-8 with a building addition and renovation
- Implemented TAP - the teacher evaluation system with performance based compensation
- Administrator of 1003g Federal Grant (2 million dollars per year renewable for 3 years)
- Developed new and expanded previous school/community partnerships (St. Mary's, USI, Crossroads)
- Facilitated 4 site visits from State, Federal and National evaluators
- Supervised and evaluated over 50 faculty and staff members
- Oversaw Title I Budget, Stimulus Budget, 1003g Budget and General Budget for GLA
- Facilitated professional development
- Designed master schedule

Assistant Principal of Programs, *Harrison High School*

July 2008- May 2010

- Co-developed and implemented Randall Shepard Academy of Law and Social Justice
- Developed and implemented the Warrior Academy alternative school within a school
- Designed master schedule
- Completed required reports for IDOE, evaluated teachers, supervised students, assisted with discipline and attendance

Guidance Counselor, *North High School*

August 2001-July 2008

- Provided academic, social and emotional guidance/counseling for approximately 400 students in grades 9 -12
- Coordinated all testing: ISTEP+, ECA, AP, and PLAN for the school
- Co-ordinated Gold Star Counseling Program Certification

Guidance Counselor, Cedar Hall Elementary K-5

July 2000-August 2001

- Provided classroom guidance/character lessons to all grades
- Coordinated ISTEP+ testing
- Coordinated EIT and 504 programs
- Monitored attendance
- Assisted the Principal with day to day management of students and staff

English Teacher, North High School

August 1995 – July 2000

- Taught English 9, 10, 11 and 12 at all levels including AP/Honors
- Coached volleyball, basketball and track
- Sponsored various clubs and classes
- Mentored new teachers in the department

August 1989 – May 1994

English Teacher, Tell City High School

August 1994 – May 1995

- Taught English 10 and English 12
- Sponsored Yearbook and Student Council

English Teacher, Whitko High School

August 1988 – May 1989

- Taught English 10 and English 12
- Coached volleyball and track

Education**Indiana State University**

January 2011 – August 2012

Ed.S School Administration, Superintendent Licensure

Brown University

June 2009 – July 2011

Completed the Learning Leadership Cadre (LLC) which was also an alternative licensure program for aspiring administrators within the EVSC. The cadre included two years of study with the Urban Education department at Brown, led by Dr. Kenneth Wong, with two, week long summer institutes in June of 2009 and June of 2010.

Indiana State University

2002 -2007

Administrative Licensure, K-12

Western Kentucky University

1997-1999

MA in School Counseling, K-12

University of Southern Indiana

1984-1988

BS in English, Secondary Education

Related Experiences

Da Vinci Group Member

Teacher and Student Advancement Program (TAP) Certified Evaluator

Glenwood Community Development Board Member

USI-Glenwood Community Health Center Advisory Council Member

Recent Professional Development

Professional Learning Communities Summit, February 2013

RTI Professional Development Day with Dr. John McCook, October 2012

Reading in the Content Areas with Kristina Smekens, On-Site PD, September 2012

Indiana TAP Summer Institute, July 2012

RTI Summer Conference with Dr. John McCook, July 2012

National Reading Recovery and K-6 Reading Conference, February 2012

Applied Control Theory II Training, January 2012

ASCD Fall Conference on Teaching and Learning, November 2011

Ron Clark Academy, 2 Day Workshop, October 2011

TAP Evaluator Training Summer/Fall 2011

TAP National Conference March 2011

Applied Control Theory I Training, January 2011

Emily Smith-McCormick

8699 Hillside Drive, Newburgh, IN 47630 (812) 430-7392 esmithmccormick@gmail.com

Skills Summary

- Strong administrative, instructional and assessment leader with passion for educating all students to meet rigorous academic and career challenges
- Fundamental strategist in the creation, development and execution of multiple district support systems that led directly to increased student achievement and growth
- Experienced negotiator and consensus-builder who understands school policies, politics and operating norms, and applies common sense to navigate conflict and achieve success
- Key district designer, implementer and proponent of data-driven professional development programs
- Experienced district team-builder, mentor and staff facilitator
- Successful catalyst for change profiled in Harvard Graduate Studies in Education case study and professional publication, *Collaborative School Improvement*

Experience

Director of Professional Development and Response to Intervention June 2012-Present

District leader responsible for teacher and student support, including EVSC RTI framework, professional practice and growth, intervention services, and inquiry based school improvement, for a large urban school district. Directs and supports district achievement coaches, with accountability for the progress of 37 K-12 schools within core instruction and tiered interventions. Aligns and creates targeted professional development programs designed to build instructional quality and capacity. Promotes district-wide accountability for all instructional leaders and staff.

Director of Professional Development

May 2009-June 2012

Key district administrator responsible for empowering principal and teacher leader teams through strategic planning and facilitated implementation of collaborative professional development.

- Supported schools to achieve district wide AYP in 2010 and 2011
- Conceptualized and launched multi-faceted district wide achievement coach model with comprehensive evaluation system
- Collaboratively developed and implemented Equity School Professional Development Academy in partnership with district senior leadership and bargaining unit
- Guided development of teacher and administrator leaders in EVSC Learning Leadership Cadre through collaboration with Brown University
- Partnered with district senior leadership and bargaining unit to strengthen transition of schools to alternate models and frameworks including Equity, TAP and Transformational Zone
- Realigned and targeted district budgets to support focused professional development goals

Assistant Director of Title I

October 2008-May 2009

- Supported 14 high-needs, high-poverty schools through professional development and technical assistance
- Developed protocols for collaboration and improved interactions with external partners

Title I Curriculum Facilitator

August 2001-October 2008

- Assessed, supported and facilitated both school wide and individual professional learning needs within a high needs, high poverty school
- Bolstered compliance with all Title I federal and state requirements

Education

Indiana State University Transformational Urban Leadership

January-December 2011

Completed Ph.D. coursework
Currently completing dissertation

Brown University Urban Leadership Intensive

June 2010-June 2013

Invited Participant and Mentor

Oakland City University

August 2007-July 2008

Administrator Licensure Courses

Western Kentucky University

August 2000-June 2004

M.S. of Education
School Counseling

University of Evansville

August 1993-June 1997

B.S. Education
Special Education K-12, Elementary

Carrie Ann Hillyard - Vita

Carrie.Hillyard@evsc.k12.in.us

Twitter: Educate4future

Education:

- **Indiana State University, 1/2011-Present (Terre Haute, Indiana)**
PhD Candidate in *Transformational Urban Leadership Program*
Director of Curriculum and Instruction Licensure program (Completed 12/2011)
- **Indiana University, 8/2002- 7/2004 (Bloomington, Indiana)**
PhD student in *Curriculum Studies* program
- **Indiana University, 8/2002- 5/2004 (Bloomington, Indiana)**
Educational Leadership Licensure Program Completed
- **Indiana University, 8/2002-5/2004 (Bloomington, Indiana)**
M.S., *Elementary Education, Curriculum and Instruction*
- **University of Southern Indiana, 8/1995-5/1999 (Evansville, Indiana)**
B.A., *Elementary Education* - Minor: *Reading Instruction*

Professional Experience:

Evansville Vanderburgh School Corporation—Office of Transformational Support (Director of School Transformation) 10/12-Present

- Design and implement a "Transformation Zone" (TZ) for a cluster of five priority schools.
- Establish new division of EVSC (Office of Transformational Support) and manage differentiated/intensified transformational improvement efforts for TZ schools.
- Coordinate with various departments (e.g., Human Resources, Finance, Family and Community Engagement) to ensure that Transformation Zone schools are prioritized and receive the services and supports that they need to succeed.

Evansville Vanderburgh School Corporation—Office of Academic Affairs (Director of Title Support [Prev. Asst. Director]) 7/10-10/12

- Directly supported Title I schools, **school transformation**, supplemental educational services (SES Tutoring), and **federal grant writing** and implementation.
- Created **data-driven processes** to maximize learning, school improvement, and district improvement (Acuity, DIBELS/TRC, Mclass Math, etc.)
- * Served as direct liaison between Indiana Department of Education Office of School Turnaround and Evansville Vanderburgh School Corporation; Collaborated with the state department on matters of Title I, school accountability, and school improvement.

Evansville Vanderburgh School Corporation (Principal) 7/08-6/10

- Simultaneously lead two chronically low-performing Title I schools while maintaining an **instructional focus**
- Managed two schools through the school closure process while facilitating the development of a **shared vision** among the two separate staffs to design a new K-8 **full-service community school** focused on **service learning, leadership development, world language/global citizenship, and technology**.
- Worked to align **neighborhood revitalization** initiative to school-community driven needs in collaboration with the neighborhood association, Habitat for Humanity, and many other families and community partnerships with the school as the centerpiece of the community; served on Glenwood Community Development Corporation advisory board and chaired the education committee for the neighborhood initiative

Evansville Vanderburgh School Corporation (Curriculum Facilitator) 8/04-7/08

- Provided embedded professional development, modeling, and coaching to teachers in all subject areas (*language arts, math, health, science, social studies, technology, art, music, physical education*).
- Facilitated and implemented a shared vision and school improvement plan with all staff members through weekly team meetings through data-driven instructional practices.
- Engaged in multiple leadership roles within building and district.

**Indiana University, Department of Curriculum and Instruction
(Associate Instructor and Student Teaching Supervisor) 1/04-8/04**

- Designed and taught E594, Masters Seminar in Elementary Education course for students in the Elementary Transition to Teaching program.
- M550 Student Teaching Supervisor for 10 student teachers at the elementary and middle school levels
- Facilitated instruction on various subjects to pre-service teachers as: classroom management, looking at student work/tuning protocols, preparing for the first year of teaching, reflective teaching, multiple intelligences/learning styles, teacher leadership, how the brain learns, and data-driven instructional decision making.
- Served as liaison between the university and public schools

**Indiana University, Center for Research on Learning and Technology
(Professional Development Consultant) 6/02-8/04**

- *Co-wrote \$400,000 Eisenhower Higher Education Grant*
- Consultant/project support for middle and high school teachers and administrators through grant project: *Enhancing Teaching and Learning through Inquiry (and Technology)*
- Developed and facilitated workshops and coaching sessions for participating educators along with providing embedded professional development support

**Indiana University, Center for Research on Learning and Technology
(Professional Development Consultant) 6/02-8/04**

- Focused on *inquiry-based* learning and professional development, *backward design process* in planning curricular units (Understanding by Design), *integrating technology* as a tool for learning, and renewing/expanding content knowledge
- Co-wrote and received **Improving Teacher Quality (ITQ)** Federal Grant

**Culver Elementary School (Evansville, Indiana)
(Classroom Teacher) 8/99-5/02**

- 3rd & 5th grade *classroom teacher* in an urban school
- Keen focus on *student engagement* and *student achievement* at a school with limited resources
- Created a *brain-friendly visual curriculum* that motivated and inspired students to learn while eagerly learning alongside the students
- *Supervising teacher* to pre-service teachers and *teacher mentor* to new colleagues
- Selected as a *model teacher* for district after first year of teaching while creating and facilitating professional development opportunities for teachers corporation-wide and with *online community*

Experience Highlights:

Leadership:

- Education Chair for Glenwood Community Development Initiative
- Advisory Board Representative for Glenwood Community Development Corporation
- * *Partners for Excellence* Participant, University of Southern Indiana (USI)
- *Partners for Excellence* Steering Committee Member, USI
- **Curriculum Facilitator/Achievement Coach**
- Completed Leadership Evansville training with intense focus on strengths-based leadership as well as servant-leadership and collaborative processes.
- **USI Kappa Delta Pi – Foundation Representative**

Special Skills and Interests:

Education policy, school transformation, equity in education, relationships, teacher leadership, creative approaches to teaching and learning, social networks, community engagement, servant leadership, collaboration, integrating and designing curriculum, culturally-relevant instruction, data-driven practices, grant writing, qualitative and quantitative research methodologies, teacher efficacy, school reform, strategic planning, technology integration, 21st Century adaptive skills.

Kelsey D. Wright

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Evansville, Indiana 47712

(317) 504-0947

kdwright87@gmail.com
kelsey.wright@evsc.k12.in.us

EDUCATION Ball State University, Muncie, Indiana (August 2006 to May 2010)
Bachelor of Science in Elementary Education,
Concentration in Reading

Cumulative GPA: 3.5/4.0

University of Southern Indiana, Evansville, Indiana (January 2014 to May 2014)
Master of Science in Education,
Administration and Leadership

Cumulative GPA: 4.0/4.0

EXPERIENCE

October 2013 to Present **Evansville Vanderburgh School Corporation, Evansville, Indiana**

Transformational Strategist

- Guide school leaders through creating and implementing school-wide, and team-level, strategic-school improvement plans
- Provide instructional coaching and professional development for specific areas of need in connection to school improvement strategies
- Monitor school progress
- Implement Google Tools in Transformation Zone schools to increase collaboration, communication, and monitoring among leadership team and staff
- Analyze and report Transformation Zone data
- Liaison for external consultants
- Support School Improvement Grant writing process

August 2013 to September 2013 **Evansville Vanderburgh School Corporation, Evansville, Indiana**

Data Coach

- Analyzed and reported data for McGary Middle School and Evans Elementary
- Prepared teachers to administer benchmark assessments such as Dibels, mClass Math, Acuity, and AIMSweb and assessed results
- Led data-chats and professional development for teachers following each benchmark assessment

August 2012 to June 2013 **Indianapolis Lighthouse Charter School, Indianapolis, Indiana**

Teacher Leader Fellow

- Coached new ILCS staff by observing their plans and lessons and providing support where seen necessary
- Co-led professional developments over the following topics: math and reading centers, unpacking a standard, Arts for Learning, and Education City
- Increased involvement in School Leadership Team and Teacher Selection Committee
- Created and served as chairman of ILCS Parent-Teacher Association

June 2010 to June 2013 **Indianapolis Lighthouse Charter School, Indianapolis, Indiana**

Teacher

- Looped with my second grade class to third grade where I accomplished the following success
 - NWEA class average math growth of 10 points (10 points = 1 grade level growth), where 78% of those students obtained high growth
 - Acuity C Reading and Math Predictive pass rates of 75%
 - I-READ Pass Rate of 95% (21/22 students who were required to test)
- Taught second grade for two years where I accomplished the following success:
 - Students' reading fluency grew an average of 42 words per minute
 - NWEA class average reading growth of 16 points (10 points = 1 grade level growth), where 67% of those students obtained high growth
 - NWEA class average math growth of 11 points (10 points = 1 grade level growth), where 61% of those students obtained high growth
- Tracked and analyzed students' data with use of DIBELS, NWEA, Predictive Acuity, and weekly testing
- Used "checking for understanding" to group students weekly for differentiated projects
- Member of the School Leadership Team, creating year as well as quarter goals with measureable outcomes and action steps for ILCS based off of the yearly Cambridge review
- Member of the Teacher Selection Team, which required attending job fairs, reviewing resumes and completing phone interviews to select worthy applicants to visit for a model lesson
- Piloted Writer's Workshop program, taught implementation of program to teachers, and provided continued support
- Held student-led, parent conferences throughout the year
- Other Activities: Science Fair Coordinator for grades K-2, Reading Coordinator for grades K-8, Track coach grades 4-8 boys and girls, Spelling Bee Committee

ACHIEVEMENTS

- Presented “Student-Owned Data Tracking” at the EdTechTeam Indiana Summit, featuring Google for Education (February 2014)
- Presented “Student-Owned Data Tracking” and “Teacher Monitoring of Formative Data” to Ball State University’s undergraduate class, *EDPS 345: Tests and Measurement for Educators* (March 2014)
- Received the following honors from Indianapolis Lighthouse: Teacher of the Year 2012-2013, Charter School Track Champions (Boys 2011, 2012, 2013; Girls 2012, 2013)

Ami Magunia

1031 Marengo Street | New Orleans, Louisiana | 443.831.3031 | amimagunia@gmail.com

ENGAGEMENT DIRECTOR

Mass Insight Education, May 2012

Project Management | Client Management | Education and District Leadership | Practical Expert

Organized, data-driven project manager and detailed orientated professional. Highly motivated leader, problem solver, and communicator who builds teams and possesses the initiative to meet demands within a fast-paced organization. Exceptional client management experience as a consultant to urban school districts to improve school efficacy.

EDUCATION

Masters in Art of Teaching (3.96 GPA)

Johns Hopkins University, Baltimore, MD

Bachelors of Science in Business Administration (3.63 GPA)

University of Pittsburgh, Pittsburgh, PA

RELEVANT WORK EXPERIENCE

Mass Insight Education, Boston, MA

9/2013 - present

Engagement Director

- Leadership and Development
 - Manage multiple Partnership Zone consulting engagements simultaneously with the ultimate responsibility for the effective execution of education reform strategies in Indianapolis, IN and Evansville, IN
 - Maintain client and stakeholder relationships including Superintendents, Chief of Staff, and other key executive district leadership in both Indianapolis and Evansville
 - Provide executive coaching to the Superintendent and other cabinet level staff on matters related to reorganization of central office services, human resources, collective bargaining agreements, academics, and deployment of district-wide instructional initiatives such as PLCs and curriculum
 - Explore opportunities for new business in other districts by building and maintaining philanthropic, foundation, state, and local relationships
 - Executed a strategic planning process for Providence and Evansville resulting in a public plan focused upon implementation and academic improvement within 18-24 months
 - Build a regional development strategy for Indiana
- Program and Content Development
 - Refined MIE's School Readiness Assessment (tools and processes) to align to MIE's HPHP Readiness Framework
 - Designed and implemented a strategic school improvement planning process that includes a root cause analysis, specific strategy identification for improvement, and action planning
 - Built, in collaboration with clients, systems to support school improvement and monitoring processes
 - Refined and implemented a robust performance monitoring process at both the LEA and school levels
 - Developed modules to facilitate a district level strategic plan
- Internal Organizational and Operational Leadership
 - Serve on MIE's executive leadership team informing the strategic direction of the organization
 - Evaluate program enhancements and growth opportunities
 - Support the implementation of strong internal business processes in HR, operations, and finance

Key Accomplishments

- ✓ Successfully launched a Partnership Zone of 5 schools in Evansville, IN who show strong leading indicators of growth in both academics and climate/culture

- ✓ Scaled successful practices from the Partnership Zone and portfolio district research to initiate reorganization of central office services in Evansville through their School Support Teams
- ✓ Changed Indiana state policy to reflect the inclusion of the internal lead partner model as a school improvement model in lieu of state takeover
- ✓ Secured contract services in Indiana totaling \$3.85M over the course of 6 years within 3 years
- ✓ Designed and launched a knowledge management platform for Mass Insight Education

The New Teacher Project, Brooklyn, NY

12/2011 – 5/2012

Contractor (Talent Management, Selection, Training)

- Evaluating teacher performance using the TNTP developed framework for new teacher effectiveness
- Analyzing current observational data and evaluation data to develop and write meaningful Performance Development Plans for probationary teacher performance
- Screening applicants for districts and TNTP sites using the TNTP competency-based phone screen model
- Providing training and development support for TNTP Academy facilitators
- Develop work plans for individual pre-service training institutes in Indianapolis
- Developing and conducting trainings for principals, assistant principals, and other school leaders to improve use of evaluation tools and systems
- Tracking and providing logistical support to ensure that school leaders follow observation and evaluation processes

Office of the State Superintendent of Education, Washington, DC

9/2011 – 12/2011

Contractor (Performance Management, Selection)

- Designed and conducted an evaluation of the effectiveness of performance management systems and practices within the Elementary and Secondary Education (ELSEC) division
- Recommended improvements to existing performance management systems and practices
- Evaluated current selection processes in order to make recommendations to align current processes to a competency-driven model
- Developed competency-based selection tools and materials for use across the ELSEC division

Baltimore City Public Schools (City Schools), Baltimore, MD

12/2010 – 6/2011

Manager of School-Based Staffing and Recruitment

- Managed 7 staff personnel and 3 seasonal and part-time staff
- Designed and implemented recruitment strategies that attract high-quality applicants from diverse backgrounds to apply to the school district
- Enhanced the current online applicant system to align each recruitment activity to employee effectiveness and other recruitment targets
- Developed systems to track and monitor the movement of all staff related to job fairs, transfer activity, and other hiring/staffing events
- Designed and implemented a strategic staffing plan that aimed to increase the retention, satisfaction, and effectiveness of employees

Key Accomplishments

- ✓ Doubled the number of applicants for teacher-level positions by implementing new recruitment strategies
- ✓ Developed a rigorous, competency-based selection process for all teacher-level staff (in conjunction with the Fund for Educational Excellence)

Baltimore City Public Schools (City Schools), Baltimore, MD

3/2010 – 12/2010

Special Assistant to the Chief Human Capital Officer

- Acted as executive departmental liaison for coordinating on-going operations, special initiatives, and communications with staff
- Managed several strategic human capital projects including but not limited to: developing a competency driven assessment process for principal selection, developing a teacher selection process, implementation of the ground-breaking teacher contract
- Advised the Chief Human Capital Officer on on-going issues and projects to make strategic decisions regarding human capital policies and procedures

- Coordinated the project work of all departments within the Office of Human Capital to ensure timelines and deadlines were met
- Performed research, writing, and liaison work on board critical matter, providing strategic on-going support
- Coordinated with constituents and respective departments within the school district to address and permanently solve unexpected issues

Key Accomplishments

- ✓ Created and implemented the operational implementation of a competency-driven assessment process for school leadership
- ✓ Implemented key recruitment and selection strategies to ensure 31 school leadership vacancies (principal and assistant principalships) were addressed
- ✓ Developed internal processes to implement ground-breaking teacher contract that aligned performance with compensation
- ✓ Designed, in conjunction with the Chief Human Capital Officer, the re-organization of the human capital department to bring support closer to schools through CEO's vision of the School Support Network Team

The New Teacher Project, Baltimore, MD

3/2007 – 3/2010

Site Manager

- Managed 3 full-time staff personnel and over 75 seasonal and part-time staff
- Designed and implemented recruitment and selection processes that attract high-quality alternate-route teachers from diverse backgrounds to apply to teach in Baltimore City Public Schools that yield over 3,000 applicants per year
- Designed and implemented effective strategies to match 200-225 individuals with schools in the district where they will fill high-need vacancies and receive on-site support
- Managed a high quality twice yearly pre-service training institute by which 200-225 program participants were trained each year
- Built and sustained effective consulting relationships with district leaders, school administrators, and other key stakeholders within the community
- Created management tools to monitor project progress and report effectiveness

Key Accomplishments

- ✓ Exceeded project consulting goals related to quantity, program quality, participant satisfaction, and client satisfaction yearly
- ✓ Created, executed, and managed a 7 day new teacher orientation for all new teacher hires in 2010 due to superior results in training and strong client management relationships

The New Teacher Project, Baltimore, MD

6/2006 – 3/2007

Training and Resource Manager

- Led hiring, training, and managing of 12 BCTR training staff personnel each summer
- Implemented TNTP's curricular framework and materials based on district initiatives, culture, and organization
- Developed and implemented an operations and communications plan for all training institutes
- Managed and executed an innovative support program for 400 teachers to ensure all teachers fulfilled the program's mission of increasing student achievement

Baltimore City Public Schools, Baltimore, MD

8/2002 – 6/2006

Elementary School Teacher (Cross Country Elementary)

- Participated as a member of Teach for America, national corps of outstanding recent college graduates who commit two years to teach in public schools in low-income communities across the USA
- Instructed and managed a classroom of 25+ students each year whose yearly progress exceeded grade level expectations by 50-75%
- Participated on various school committees to improve the school's performance metrics in attendance, climate, and achievement to align with standards set by the *No Child Left Behind Act*

Susan McDowell, Ph.D.

951 Walnut Street
Evansville, IN 47713
Work: 812-435-0910
susan.mcdowell@evsc.k12.in.us

CURRENT POSITION:

Deputy Superintendent for Academic Affairs and Accountability 2011-present
Evansville Vanderburgh School Corporation

RELEVANT EXPERIENCE:

Assistant Superintendent for Performance, Assessment, & Research 2008-2011
Evansville Vanderburgh School Corporation

Director of Psychological Services & Testing, Evansville Vanderburgh School Corporation 1990 – 2008

Directly supervised all standardized assessment programs as well as school psychologists, secretaries, consultants and interns in the Office of Psychological Services & Testing. Responsibilities included interviewing, hiring, and training employees; planning, assigning, and directing work; evaluating performance; holding staff meetings; addressing complaints and resolving problems.

- Supervised, coordinated and monitored EVSC standardized testing programs including: SAT, ACT, ISTEP+, Core 40 End-of-Course Assessment, DIBELS, Acuity, and High Ability
- Analyzed standardized test results and prepared reports regarding test results.
- Gathered and interpreted system-wide statistics related to standardized testing, including AYP & PL 221 information.
- Supervised school psychology program, ensuring compliance with state and federal laws.
- Conducted comprehensive psychological evaluations of students with suspected learning, emotional, or behavioral difficulties.
- Screened all psychological information of students moving into Vanderburgh County for compliance with federal regulations.
- Supervised 504 process.
- Coordinated Crisis Teams and provided crisis intervention.
- Coordinated and trained EVSC School Education Intervention Teams.
- Evaluated, supervised, and provided professional development for school psychologists.
- Developed and conducted professional development programs for EVSC staff.
- Served as liaison between the EVSC and community agencies.

Supervisor of Psychological Services, Evansville Vanderburgh School Corporation 7/83 – 6/90

School Psychologist, Evansville Vanderburgh School Corporation 9/82 – 6/83

School Psychologist Intern, Evansville Vanderburgh School Corporation 9/81 – 6/82

Teacher of Mild Mentally Handicapped, Evansville Vanderburgh School Corporation 9/74 – 6/80

CERTIFICATIONS/LICENSURE:

- Elementary Principal, Indiana Department of Education
- Director of Special Education, Indiana Department of Education
- Director of Pupil Personnel Services, Indiana Department of Education
- Certified School Psychologist, Indiana Department of Education
- Indiana Elementary Education Teaching License
- Indiana Special Education (Mental Handicapped, Learning Disabled) Teaching License
- Licensed Psychologist, Indiana, License #20040186
- Health Service Provider in Indiana, License #20040186
- Council for the National Register of Health Service Providers, Certificate #40763
- Superintendent's License, Indiana Department of Education

PROFESSIONAL INVOLVEMENT:

- Indiana Department of Education Testing Advisory Council (Appointment is made by the Indiana Superintendent of Public Instruction)
- Indiana Association of School Psychologists
- National Association of School Psychologists
- Southwestern Indiana Psychological Association
- Indiana Evaluation Association
- National Association of Test Directors

EDUCATION:**BALL STATE UNIVERSITY**

Doctor of Philosophy, 1985
School Psychology
Cognates: Research Methodology and Special Education

INDIANA STATE UNIVERSITY

Completed Course Work for Director of Special Education License, 1978

UNIVERSITY OF EVANSVILLE

Master of Arts, 1977
Major: Special Education, Minor: Elementary Education

INDIANA UNIVERSITY

Bachelor of Science, 1974
Major: Elementary Education, Minor: Special Education
Coursework for Superintendent's License, 2009

COMMUNITY SERVICE:

- Board of Directors, Southwestern Indiana Mental Health Center
 - Past Chairman of the Board, Southwestern Indiana Mental Health Center
 - Vice President of the Board of Friends of Mental Health (2010 to present)
 - Past Board member of EARC
 - Past Board member of EARC Foundation (served as Vice President of the Board)
 - Zoar United Church of Christ Board of Christian Education
 - Red Cross Crisis Response Team
-

PRESENTATIONS:

- National Conference for Coalition of Community Schools: San Francisco, May 11, 2012
- National Practicum for Coalition of Community Schools: New York City, October, 2012
- National Conference for Coalition of Community Schools: Philadelphia, April, 2010

Bryan A. Perry

Phone: 812-431-0801

10345 Brookcrest Dr.

Email: perry1@wowway.com

Evansville, IN. 47711

Education:

Ph. D. Educational Leadership, Indiana State University, 2013

Dissertation: "Effective Educational Leadership Attributes of Indiana High School Principals"

Educational Specialist Degree, Indiana State University, 2010

Secondary Supervision License, Indiana State University, 2001

Master of Science, Secondary Education, University of Southern Indiana, 1998

Bachelor of Science, Social Science Education, University of Southern Indiana, 1993

Associate in Applied Science, Community College of the Air Force, 1990

Adjunct Professor

USI Spring and Fall 2012

Education 304 Adolescent Growth and Development: to students in the final 2 years of their undergraduate preparation.

Principal 2009-2015

Thompkins Middle School, Evansville Indiana, 47710

Responsibilities:

As principal of Thompkins Middle School, I supervised a student population of 700 students each year, as well as teachers and support staff. I performed the hiring of teachers and student support staff for the school as well as observation and evaluation of staff. I was responsible for the monitoring of all academic, extracurricular, and athletic activities. The safety and security of the school fell under my direction. I became proficient in the use of data for instructional purposes through the data wise process. Thompkins created an environment where ideas were shared to improve classroom instruction. Data usage is the norm for Thompkins Middle School. Incentive programs were in place to encourage student academic performance and behavioral responsibility. During the first five years of my leadership tenure, we increased our ISTEP pass rates by 19.5% passing both English and math. The math pass rate increased by 22% and English by 11.7%. The staff welcomed new technology and was encouraged to use available technology to enhance instruction in order to better prepare students for the world they will work. Net books are fully implemented in classrooms.

I was a member of the executive strand Ph. D. program through a collaborative project between the EVSC and Indiana State University. I served on the superintendent's principal advisory council and mentored aspiring administrators in the Learning Leadership Cadre, collaboration between the EVSC and

Brown University. I mentor practicing principals as part of the Indiana Principal's Leadership Institute during the 2014-16 school years.

Assistant Principal 2001-2009

North High School, Evansville, Indiana 47711

Responsibilities:

My charge as assistant principal was programming for the school. I was responsible for all local, state, and federal reports. The building of the master schedule fell under my control. I was responsible for supervising academic, extracurricular, and athletic events in a school of over 1,500 students. I was part of the hiring and evaluating process of the school. I assisted with discipline and attendance of students. During my tenure as assistant principal, the school switched to a block schedule format for which I built the new master schedule. I was responsible for the maintaining of the P.L. 221 document and committee, NCA on-sight visits, and school improvement initiatives.

Social Studies Teacher 1994-2001

Central High School, Evansville, Indiana 47710

Responsibilities

During my teaching experience at Central High School, I taught US history, US history honors, and world history. I led school improvement committees for the PBA process. I was class sponsor for the class of 1998. I was part of school level and district level professional development for school improvement. I co-chaired a summer workshop for geography education. I was an assistant track coach and freshman football coach. During the 2000-2001 school year, I participated in a yearlong administrative internship. I was able to work with the principal and two assistant principals as part of my experience.

Social Studies Teacher 1993-1994

North High School, Evansville, Indiana 47711

Responsibilities:

I taught world history and world history honors. I participated in a school improvement committee on curriculum. I participated in professional development on geography education. I was the girls assistant track coach.

United States Air Force 1987-1991

Yokota Air Base, Tokyo, Japan

Responsibilities:

I was responsible for maintaining aircraft engine records for all C-130 aircraft assigned to the base and all engines brought to our facility for maintenance. I was awarded multiple base level awards

including airman of the year, senior airman below the zone, and earned my line number for staff sergeant, although never worn, prior to separating after four years of service.

Skills:

- The ability to communicate well with both verbal and written word.
- Proficient in Microsoft office, internet, and email.
- Technology is embraced as an integral part of daily activity.

Professional Opportunities:

- Indiana Principal Leadership Institute Mentor principal 2014 – Present
- Indiana Independent Colleges STEM Grant Advisory Council 2014-15
- 2014 ISU principal intern interview participant
- 2011-2013 ISU doctoral program in conjunction with EVSC
- 2011 Brown Summer Leadership Institute/EVSC Leadership Cadre Advisor at Brown University

Professional Memberships:

- National Association of Secondary Principals
- Indiana Association of Secondary Principals

Awards

- 2012 District 11 Principal of the Year
- 2015 University of Evansville/Courier and Press Administrator of the Year

Mary L. Schweizer

424 Greenfield Road • Evansville, IN 47715 • (812) 499-1632 • mary.schweizer@evsc.k12.in.us

Education:

Educational Specialist Degree

Indiana State University – December 2009

Elementary Administrative Certificate

Indiana State University – May 1999
Principal Intern Program

Master of Arts degree

University of Evansville – June 1989

Bachelor of Arts degree

University of Evansville – June 1984

High School diploma

William Henry Harrison High School – June 1980

Experience:

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION, 1 SE NINTH STREET, EVANSVILLE, INDIANA 47708

Director of Exceptional Learners – July 2012 - present

Principal

McGary Middle School – August 2009 – June 2012 (Equity and TAP school)

Healthy Hoosier School Award Recipient Gold 2010 ranked 1st in state

NEA Priority School September 2011

Equity training for all staff on best practices; certified TAP evaluator, site-based decision making; insuring intentional professional development that includes Applied Control training; facilitating school improvement plan; overseeing 21st Century After-School programs for students; developing full-service community school concept which includes active Site Council.

Director of Coordinated School Health - August 2008 – August 2009

Principal

Plaza Park Middle School – May 2000 – August, 2008

An Indiana Four-Star School and State Exemplary School

Healthy Hoosier School Award Recipient

2006-2007 Gold Level; 2005-2006 Silver Level

Responsibilities and duties include: restructuring; scheduling students for current and next school year; working with students and parents in disciplinary or other school concerns; writing administrative reports; serving on various committees as chair or co-chair for the Evansville-Vanderburgh School Corporation; facilitating school improvement plan; offering professional development to staff; initiating school-wide Healthy Initiatives; organizing a Wellness Council.

Project Director for Carol M. White Physical Education Program Grant. – August 2007 – August 2008

Assistant Principal

Helfrich Park Middle School – August 1999 – May 2000

Responsibilities and duties included: PBA chairperson; ISAIP steering/writing committee, substitute teacher shortage committee, organizing staff development for PBA/ISAIP, Puma pride co-sponsor, supervising extracurricular activities, scheduling students for current and next school year, working with students and parents in disciplinary or other school concerns, assisting with administrative reports.

Teacher-Mild disabilities area

Helfrich Park Middle School – August 1988 – May 1999

Responsibilities and duties accepted in addition to teaching: principal designee since 1994-1995 school year; scheduler of special education students; sponsor service learning grants; writer of summer school curriculum; team coordinator; president of faculty cabinet; teacher in-services. Developed conflict resolution model; trained facilitators at our school; trained feeder school students. Model presently used at various schools within the Corporation.

Teacher-Multiple disabilities area – primary level teacher

Glenwood Middle School – August 1986 – 1987

Stockwell Elementary – August 1987 – 1988

Responsibilities and duties included in addition to teaching: assisted with physical and occupational therapy/related services, helped institute the relocation of classroom to age-appropriate school and led teacher in-services.

EVANSVILLE CATHOLIC DIOCESE, EVANSVILLE, INDIANA 47711

Learning Center Coordinator

Holy Rosary School – August 1984 – June 1986

Responsible for evaluating incoming kindergarten students, identifying students in need of remediation or enrichment, providing appropriate individualized instruction through various modalities of learning.

Professional Organizations/Offices Held:

CEC	2012 - current
ICASE	2012 - current
Principal Advisory Council	2006 - 2008
Association of School Administrators Board Member	2004 - 2006
National Association of Secondary School Principals	1999 – current
Association for School Curriculum and Development	1999 - current
Area Council PTA Board Member	2003 – 2005
Indiana Middle Level Education Association	1996 - current
National Middle School Association	1996 - current
Evansville Leadership Academy	1998 – 2000
Evansville Teachers Association Board of Directors Member	1994 - 1996
Building Representative	1988 – 1993
Indiana State Teachers Association Delegate	1990 - 1993

References available upon request.

SHANNON R. STRIETER

3733 Kennesaw Drive • Evansville, Indiana 47725 • (812) 483-6611 • srstrieter@gmail.com

Professional Summary

Versatile educator with a proven record of school, teacher, and student growth. 18+ years of experience in school turnaround, teacher evaluation, professional development, leadership, and teaching in a large, diverse district that services both urban and suburban populations as well as Title I and non-Title schools.

Experience

EVANSVILLE VANDERBURGH SCHOOL CORPORATION
Director of Teacher Effectiveness (District Administrator)

Evansville, IN
July 2015 – Present

- Develop and present professional development that supports teacher quality, including effective instructional strategies and feedback practices.
- Analyze district, school, and teacher quality data to ensure comprehensive professional development based on district needs.
- Support administration and building leaders in calibrating and implementing observation and coaching feedback strategies that increase teacher expertise.
- Support identification of effective teachers and staff and provide feedback and support to improve instruction.
- Support district policy and process associated with teacher recruitment, improvement, and retention.

EVANSVILLE VANDERBURGH SCHOOL CORPORATION
Senior Transformation Strategist (District Administrator)

Evansville, IN
January 2013 – June 2015

- Co-facilitated implementation of initial Transformation Zone Schools model in partnership with Mass Insight Education and EVSC Office of Transformational Support.
- Created, planned, and executed training around *Teach Like a Champion* for 300+ Transformation Zone teachers.
- Coached school leadership teams in strategic planning.
- Coordinated district supports, monitored school progress, and evaluated teachers for Transformation Zone schools.
- Co-authored School Improvement Grant applications.
- Co-led committee for new district teacher evaluation tool.

MCGARY MIDDLE SCHOOL (Title I School)
Professional Development Specialist (Building Administrator)

Evansville, IN
June 2010 – January 2013

- Completed Brown University Urban Leadership program.
- Performed duties of TAP Master Teacher in addition to PDS responsibilities.
- Led and developed variety of professional development.
- Supported teachers with job-embedded professional development.
- Led teams through DataWise process.
- Led team through PBIS refinement.
- Supported district initiatives.
- Conducted TAP teacher evaluations.
- Completed TAP evaluator certification three times.
- Led Summer School.
- Participated in EVSC Learning Leadership Cadre in partnership with Brown University.
- Co-wrote successful 1003g School Improvement Grant application with STE(A)M focus.

MCGARY MIDDLE SCHOOL (Title I School)
Title I Achievement Coach

Evansville, IN
May 2009 – May 2010

- Led team through Positive Behavior Supports training, planning, implementation, and review phases.
- Led staff through professional development, including engagement strategies and reading comprehension strategies.
- Modeled strategies in classrooms.
- Co-taught in classrooms with the classroom teacher.
- Facilitated team activities for Data Wise training and plan development.
- Assisted with creation of School Improvement Plan.
- Monitored school-wide student engagement through Six Sigma training and Green Belt certification in cooperation with community partners from SABIC.
- Trained with distinguished principal and other leaders from the IDOE.
- Served as Summer School Principal.
- Served as Principal Designee.
- Helped to secure community partners.
- Graduated EQUITY Academy.

PLAZA PARK MIDDLE SCHOOL (Non-Title School)
Teacher/Team Leader

Evansville, IN
August 1997 – May 2009

- Taught Language Arts, Literature, and Piano.
- Coached dance and volleyball.
- Served on Public Law 221 committee and co-authored initial plan.
- Trained in Applied Control Theory (ACT/PCT).
- Supervised five, full-time student teachers.
- Served as eighth-grade teacher team leader for two years, including inaugural year.
- Served on Faculty Cabinet as Chairperson and Secretary.
- Served as Principal Designee.
- Mapped curriculum for English department.
- Scheduled all teacher schedules for end-of-the-year events.
- Taught Summer Experience various summers.

Education

BROWN UNIVERSITY
Certificate in Urban School Leadership; July 2012

Providence, RI

OAKLAND CITY UNIVERSITY
Master of Arts in Teaching; June 2001; Summa Cum Laude Distinction

Oakland City, IN

UNIVERSITY OF SOUTHERN INDIANA
Bachelor of Arts in English; May 1997; Cum Laude Distinction

Evansville, IN

Licenses

ADMINISTRATION Building Administrator, Grades K-12 (Indiana)
TEACHING English, Grades 5-12 (Indiana)

Related Experiences

Six Sigma Green Belt – The Da Vinci Institute Board Member (STE(A)M-focused Community Group) –
Christian Fellowship Church Vacation Bible School Co-Director – Jim Dexter Memorial Scholarship
Golf Scramble Committee Member – Keep Evansville Beautiful “Evening on the River” Volunteer

Jared S. Turney

19 South Barker Avenue
Evansville, IN 47712

jared.turney@evsc.k12.in.us

(812) 568-7379

OBJECTIVE

To use my professional learning and leadership experiences in an educational administrative setting with the Evansville Vanderburgh School Corporation.

EDUCATION

University of Southern Indiana, Evansville, IN
▪ Bachelor of Science, Elementary Education

Graduation: May 4, 2007
GPA: 3.27
Honors List: Fall 2005
Honors List: Fall 2006

University of Southern Indiana, Evansville, IN
▪ Masters of Science, Educational Administration

Graduation: June 14, 2013
GPA: 3.88

LICENSE / CERTIFICATION

Indiana License Number (LVIS): 1598027 - Issued April 14, 2014

- Elementary Education Primary, (K-3)
- Elementary Education Intermediate, (4-6)
- Building Level Administrator – Issued October 16, 2013

PROFESSIONAL EXPERIENCE

Administrative Experience

- 2014 – Present, Caze Elementary School, Professional Development Specialist – Evansville, IN
 - Assist with School Improvement Planning and implementation of academic strategies
 - Plan and lead RTI team meetings and co-lead Leadership Team meetings
 - Serve as instructional leader of the building
 - Provide Professional Development to staff based on data from evaluations and walkthroughs as well as on strategies identified in the SIP
 - Perform teacher evaluations
 - Provide teachers with differentiated support in identified areas of professional need
 - Lead grade level data chats to create team level SMART goals
 - Monitor and ensure classroom application of strategies for student growth
 - School Safety Coordinator

TAP School Experience

- 2013 – 2014, Evans School, Master Teacher – Evansville, IN
 - Lead weekly cluster meetings and professional development trainings
 - Research of current best practices to design in house professional development
 - Lead rollout of “Field Testing” strategy
 - Member of TAP School Leadership Team
 - Provide teachers with differentiated support in identified areas of professional need
- 2011 – 2013, Evans School, Mentor Teacher – Evansville, IN
 - Co-lead weekly cluster meetings
 - Co-lead in teacher trainings and rollout of “Field Testing” strategy
 - Member of TAP Leadership Team
 - Perform teacher evaluations with the TAP rubric

Instructional Coaching Experience

- 2009-2011, Howard Roosa Elem. School, Math/Achievement Coach – Evansville, IN
 - Full responsibility for team meetings K-5
 - Provide in-house Professional Development for teachers on current best practices
 - Model lessons in classrooms K-5 using state standards and best practices
 - Shared responsibility during “Data Days” for K-5

PROFESSIONAL EXPERIENCE (Cont.)

Teaching Experience

- 2008-2009, Joshua Academy Charter School, 3rd-5th grade science and social studies
 - Full responsibility for 3rd, 4th, and 5th grade science and social studies in a departmentalized education system
 - Full inclusion classes
- 2007-2008, Joshua Academy Charter School, 3rd-5th grade reading teacher
 - Full responsibility for 3rd, 4th, and 5th grade reading in a departmentalized education system
 - Full inclusion classes
 - Worked as part of design team for departmentalization in an elementary setting

Student Teaching, Spring 2007

- Lincoln Elementary School (Title I), 8 weeks, Grade 5 – Evansville, IN
- Cedar Hall Elementary School (Title I), 8 weeks, Grade 3 – Evansville, IN

The American School in Switzerland (England Campus) - TASIS – Summer 2006

- **Title:** Counselor

Non-Administrative Professional Leadership Experiences

- Building Level Teachers Association (Union) representative (2012-2013)
- Member of EVSC steering committee for development of teacher evaluation tool
- Teacher member of EVSC district Teacher Evaluation Workgroup
- Member of Evans School TAP Leadership Team
- Member of the School Leadership Committee (Learning Support Team)
- Principal Designee (Howard Roosa Elementary School and Evans School)
- Member of Howard Roosa (2009-2011), Evans (2011–2014), and Caze (2014- present) Data Team
- EVSC – Transformation Zone Academy Graduate (2013)
- EVSC – Equity Academy Graduate (2010)
 - Action Research project on use of Math Centers in lower elementary grades
- Member of Howard Roosa and Evans Equity Calendar Committee and Curriculum Committee
- Chair of Howard Roosa Equity Technology Committee and Evans Technology Committee
 - Provided professional development for iPod Touch and Netbooks during a one-to-one implementation in Elementary setting
- Member of EVSC pilot partnership with Acuity for design of Custom Testing Materials
- Technology Coordinator – Evans School (2011-2013) Howard Roosa Elementary (2009-2011)

Professional Development (Training Received and Provided)

- Participant EVSC Leadership Series for Prospective Principals
- Certified in Safe Crisis Management (SCM)
- Trained in Balanced Math Workshop with Dr. Flessner
- Trained in implementation of Compass Math and ELA
- Participant in Rights of School and Police Personnel: Managing Your School Environment (2014)
- ACT – Applied Control Theory – Trained in ACT I and ACT II
- SPARK Physical Education trained
- Trained in Professional Learning Communities, by Solution Tree (DuFour and DuFour)
- Trained in Improving Assessment Rigor, by Solution Tree (Marzano and Jackicic)
- Presenter – Creating and Administering Common Formative Assessments
- Trainer in DIBELS, mClass, and Acuity
- Trained in the implementation of RTI programs: BURST, PATR-2, Rewards, LLI, and Math Navigator.
- Trained Evans and Caze staff in use of Google Apps for teacher and student use
- Presenter – ICE (Indiana Computer Educators) Conference 2011 – “iPods- Tool or Toy”
- Participant in Singapore Math Workshop, by SMARTaining (Fall 2009)
 - Provided professional development for other schools within EVSC (Hebron and Lincoln)
- Liberty History Liberty Fellowship Participant – Teaching American History Grant (2008- 2009)
- Other professional developments include: FOSS Kits, Foldables, Science and Math note booking, Daily Math Review, Promethean Boards, Acuity Custom Tests and writing, DIBELS, mClass Math, Rosetta Stone, Bloom’s Power Strips, *We The People* - Social Studies program, Student use of: Microsoft Office, GoogleDrive, and Open Office,

Jared S. Turney

19 South Barker Avenue
Evansville, IN 47712

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REFERENCES:

Cyndie Carneal

Principal, Caze Elementary School
Cyndie.Carneal@evsc.k12.in.us
2013 South Green River Road
Evansville, IN 47715
(812) 459-0595

Carrie Hillyard

Director of School Transformation
Carrie.Hillyard@evsc.k12.in.us
901 Walnut Street
Evansville, IN 47713
(812) 453-0362

Brynn Kardash

Principal, Evans School
Brynn.Kardash@evsc.k12.in.us
2727 North Evans Avenue
Evansville, IN 47713
(219) 929-8822

Shannon Streiter

Senior Transformation Strategist
Shannon.Streiter@evsc.k12.in.us
3733 Kennesaw Drive
Evansville, IN 47725
(812) 483-6611

Velinda Stubbs has a Ph.D. and Ed.S. from Indiana State University in School Administration and Leadership. In addition, she has a B.A. and M.A. in Education with a Reading Specialist degree from the University of Evansville. She spent 17 years as a classroom teacher, Reading Recovery teacher, Title I teacher and served as a district coach. Dr. Stubbs was the principal at Cedar Hall Elementary School, a Title I Full-Service School, for seven years. Dr. Stubbs has participated in the Learning Leadership Cadre with Brown University, as a team member of the District Data Team and as a district participant in the IDOE School Leadership Institute and School TAP training. She has served as the District Director of English Language Arts and Literacy for K-12, District Director of Elementary Schools and District Director of Title I for the EVSC. Dr. Stubbs was recently named as the Chief Academic Officer for the Evansville Vanderburgh School Corporation.

VITA

Jane A. Bartley

EDUCATION

- 2013 Indiana State University, Terre Haute, Indiana
Ph.D. in Educational Administration
- 1985 Indiana State University, Terre Haute, Indiana
Master of Education
- 1974 Indiana State University, Terre Haute, Indiana
Bachelor of Science

PROFESSIONAL EXPERIENCE

- 2009 – Present Evansville Vanderburgh School Corporation
Director of Elementary, Middle Level, and K-8 Schools
- 2007 – 2009 Evansville Vanderburgh School Corporation
District Intervention Team
- 1996 – 2007 Scott Elementary School
Principal
- 1992 – 1996 Perry Heights Middle School
Assistant Principal
- 1984 – 1992 Evans Middle School
English Language Arts Teacher 6-8

VITA

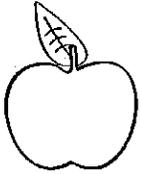
Velinda F. Stubbs

EDUCATION

- 2013 Indiana State University
 Ph.D. in Educational Leadership
- 2009 Indiana State University
 Ed.S. in Educational Administration
- 2000 Indiana State University
 School Administration and Supervision Certification
- 1985 University of Evansville
 M.A. in Elementary Education
- 1979 University of Evansville
 B.A. in Elementary Education

PROFESSIONAL EXPERIENCE

- 2013 Evansville Vanderburgh School Corporation
 Chief Academic Officer
- 2012 Evansville Vanderburgh School Corporation
 Director of English Language Arts and Literacy K-12
- 2011 Evansville Vanderburgh School Corporation
 Director of Elementary Schools
- 2009 Evansville Vanderburgh School Corporation
 Director of Title I Programs and Schools
- 2007 Evansville Vanderburgh School Corporation
 EVSC Intervention Team
- 2000 Evansville Vanderburgh School Corporation
 Principal
- 1982 Evansville Vanderburgh School Corporation
 Teacher, Instructional Coach



Evansville Teachers Association

701 John Street, Evansville, IN 47713 • 1-800-382-4037 • ETA@EvansvilleTA.org

June 19, 2015

To Whom It May Concern,

The Evansville Teachers Association (ETA) is pleased to partner with the Evansville Vanderburgh School Corporation (EVSC) in support of the application to the Indiana Department of Education for the Title I, 1003(g) School Improvement Grants for:

Lincoln School (Transformation Model),
Caze Elementary School (Transformation Model)
Washington Middle School (Transformation Model)

The ETA supports these applications at the highest level, supporting all components of the Transformation Model. ETA has worked collaboratively with EVSC to be a proactive leader when it comes to systemic school improvement efforts and will continue to work with EVSC as we continue to serve collaboratively on the leading edge of drastic school improvement efforts.

Sincerely,

Michael Rust
President
Ext. 3403