Bluffton-Harrison Metropolitan School District

Principal Effectiveness Rubric

June 2015

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	**Hiring and retention**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; – Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; – Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	**Principal recruits, hires, and supports teachers by:** – Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; – Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; – Aligning personnel decisions with the vision and mission of the school.	**Principal recruits, hires, and supports effective teachers by:** – Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; – Demonstrating ability to increase some teachers' effectiveness; – Occasionally applying the school's vision/mission to HR decisions.	**Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:** – Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; – Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; – Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	**Evaluation of teachers**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Principal prioritizes and applies teacher evaluations by:** – Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; – Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Principal prioritizes and applies teacher evaluations by:** – Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to partially differentiate the performance of teacher; – Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	**Principal <u>does not</u> prioritize and apply teacher evaluations by:** – Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Rarely or never using teacher evaluation to differentiate the performance of teachers; – Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	**Professional development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Frequently creating learning opportunities in which highly effective teachers support their peers; − Monitoring the impact of implemented learning opportunities on student achievement; − Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	**Principal orchestrates professional learning opportunities by:** − Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; − Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. − Providing differentiated learning opportunities to teachers based on evaluation results.	**Principal orchestrates aligned professional learning opportunities tuned to staff needs by:** − Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; − Providing learning opportunities with little variety of format; − Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	**Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:** − Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; − Providing no variety in format of learning opportunities; − Failing to provide professional learning opportunities based on evaluation results.
1.1.4	**Leadership and talent development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Encouraging and supporting teacher leadership and progression on career ladders; − Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; − Recognizing and celebrating emerging leaders.	**Principal develops leadership and talent by:** − Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; − Providing formal and informal opportunities to mentor emerging leaders; − Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	**Principal develops leadership and talent by:** − Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; − Providing formal and informal opportunities to mentor some, but not all, emerging leaders; − Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	**Principal <u>does not</u> develop leadership and talent by:** − Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; − Rarely or never provides mentorship to emerging leaders; − Providing no support and encouragement of leadership and growth; − Frequently assigns responsibilities without allocating necessary authority.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.5	**Delegation**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Encouraging and supporting staff members to seek out responsibilities; − Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	**Principal delegates tasks and responsibilities appropriately by:** − Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; − Monitoring the progress towards success of those to whom delegations have been made; − Providing support to staff members as needed.	**Principal delegates tasks and responsibilities appropriately by:** − Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; − Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; − Providing support, but not always as needed.	**Principal <u>does not</u> delegate tasks and responsibilities appropriately by:** − Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; − Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; − Rarely or never providing support.
1.1.6	**Strategic assignment**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	**Principal uses staff placement to support instruction by:** − Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; − Strategically assigning support staff to teachers and classes as necessary to support student achievement.	**Principal uses staff placement to support instruction by:** − Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	**Principal <u>does not</u> use staff placement to support instruction by:** − Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.7	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Staying in frequent communication with teachers on remediation plans to ensure necessary support; − Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	**Principal addresses teachers in need of improvement or ineffective by:** − Developing remediation plans with teachers rated as ineffective or in need of improvement; − Monitoring the success of remediation plans; − Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal addresses teachers in need of improvement or ineffective by:** − Occasionally monitoring the success of remediation plans; − Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal <u>does not</u> address teachers in need of improvement or ineffective by:** − Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; − Rarely or never monitoring the success of remediation plans; − Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	**Mission and vision**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Defining long, medium, and short-term application of the vision and/or mission; − Monitoring and measuring progress toward the school's vision and/or mission; − Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; − Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	**Principal supports a school-wide instructional vision and/or mission by:** − Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); − Defining specific instructional and behavioral actions linked to the school's vision and/or mission; − Ensuring all key decisions are aligned to the vision and/or mission; − Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	**Principal supports a school-wide instructional vision and/or mission by:** − Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); − Making significant key decisions without alignment to the vision and/or mission; − Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	**Principal <u>does not</u> support a school-wide instructional vision and/or mission by:** − Failing to adopt a school-wide instructional vision and/or mission; − Defining a school-wide instructional vision and/or mission that is not applied to decisions; − Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2.2	**Classroom observations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; − Monitoring the impact of feedback provided to teachers.	**Principal uses classroom observations to support student academic achievement by:** − Visiting all teachers frequently (announced and unannounced) to observe instruction; − Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; − Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	**Principal uses classroom observations to support student academic achievement by:** − Occasionally visiting teachers to observe instruction; − Occasionally analyzing student performance data to drive instruction evaluate instructional quality; − Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	**Principal <u>does not</u> use classroom observations to support student academic achievement by:** − Rarely or never visiting teachers to observe instruction; − Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; − Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	**Teacher collaboration**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Monitoring collaborative efforts to ensure a constant focus on student learning; − Tracking best collaborative practices to solve specific challenges; − Holding collaborating teams accountable for their results.	**Principal supports teacher collaboration by:** − Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; − Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; − Aligning teacher collaborative efforts to the school's vision/mission.	**Principal supports teacher collaboration by:** − Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; − Supporting and encouraging teamwork and collaboration in a limited number of ways; − Occasionally aligning teacher collaborative efforts to instructional practices.	**Principal <u>does not</u> support teacher collaboration by:** − Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; − Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; − Rarely or never aligning teacher collaborative efforts to instructional practices.

Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a schoolwide *culture of achievement* aligned to the school's vision of success for every student.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	**Professionalism**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally**: − Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; − Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	**Principal displays professionalism by**: − Modeling professional, ethical, and respectful behavior at all times; − Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	**Principal supports professionalism by:** − Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; − Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	**Principal does not support professionalism by:** − Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; − Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	**Time management**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; − Monitoring use of time to identify areas that are not effectively utilized;	**Principal manages time effectively by:** − Establishing yearly, monthly, weekly, and daily priorities and objectives; − Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	**Principal manages time effectively by:** − Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; − Occasionally prioritizes activities unrelated to student achievement.	**Principal does not manage time effectively by:** − Rarely or never establishing timely objectives or priorities; − Regularly prioritizing activities unrelated to student achievement;

2.1.3	Using feedback to improve student performance	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; − Identifying the most efficient means through which feedback can be generated. − Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.	**Principal uses feedback to improve student performance by:** − Actively soliciting feedback and help from all key stakeholders; − Acting upon feedback to shape strategic priorities to be aligned to student achievement.	**Principal uses feedback to improve student performance by:** − Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; − Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	**Principal does not use feedback to improve student performance by:** − Regularly avoiding or devaluing feedback; − Rarely or never applying feedback to shape priorities.
2.1.4	Initiative and persistence	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Exceeding typical expectations to accomplish ambitious goals; − Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; − Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.	**Principal displays initiative and persistence by:** − Consistently achieving expected goals; − Taking on voluntary responsibilities that contribute to school success; − Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; − Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Principal displays initiative and persistence by:** − Achieving most, but not all expected goals; − Occasionally taking on additional, voluntary responsibilities that contribute to school success; − Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; − Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Principal does not display initiative and persistence by:** − Rarely or never achieving expected goals; − Rarely or never taking on additional, voluntary responsibilities that contribute to school success; − Rarely or never taking risks to support students in achieving results; − Never seeking out potential partnerships.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	**Culture of urgency**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	**Principal creates an organizational culture of urgency by:** − Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; − Leading a relentless pursuit of these expectations.	**Principal creates an organizational culture of urgency by:** − Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; − Occasionally leading a pursuit of these expectations.	**Principal <u>does not</u> create an organizational culture of urgency by:** − Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; − Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	**Communication**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − To the extent possible, messaging key concepts in real time; − Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; − Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	**Principal skillfully and clearly communicates by:** − Messaging key concepts, such as the school's goals, needs, plans, success, and failures; − Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; − Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	**Principal skillfully and clearly communicates by:** − Messaging most, but not all, key concepts; − Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; − Utilizing a limited number of means and approaches to communication.	**Principal <u>does not</u> skillfully and clearly communicate by:** − Rarely or never messaging key concepts; − Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; − Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.

| 2.2.3 | Forging consensus for change and improvement | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**
− Guides others through change and addresses resistance to that change;
− Monitors the success of strategies and revises based on strengths and weaknesses;
− Creates cultural changes that reflect and support building a consensus for change. | **Principal creates a consensus for change and improvement by:**
− Using effective strategies to work toward a consensus for change and improvement;
− Systematically managing and monitoring change processes;
− Securing cooperation from key stakeholders in planning and implementing change and driving improvement. | **Principal creates a consensus for change and improvement by:**
− Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;
− Managing change and improvement processes without building systems and allies necessary to support the process;
− Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. | **Principal <u>does not</u> create a consensus for change and improvement by:**
− Failing to identify areas in which agreement and/or consensus is necessary;
− Rarely or never managing or developing a process for change and/or improvement;
− Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions. |

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement				
2.3.1	High expectations	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; − Benchmarking expectations to the performance of the state's highest performing schools; − Creating systems and approaches to monitor the level of academic and behavior expectations; − Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	**Principal creates and supports high academic and behavior expectations by:** − Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; − Empowering students to set high and demanding expectations for themselves; − Ensuring that students are consistently learning, respectful, and on task; − Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; − Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	**Principal creates and supports high academic and behavioral expectations by:** − Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; − Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Principal <u>does not</u> create or support high academic and behavior expectations by:** − Accepting poor academic performance and/or student behavior; − Failing to set high expectations or sets unrealistic or unattainable goals.

2.3.2	Academic rigor	At Level 4, a principal fulfills the criteria for Level 3 and additionally: − Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	Principal establishes academic rigor by: − Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	Principal establishes academic rigor by: − Creating academic goals that are nearing the rigor required to meet the school's academic goals; − Creating academic goals but occasionally deviates from these goals in the face of adversity.	Principal <u>has not</u> established academic rigor by: − Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; − Consistently sets and abandons ambitious academic goals.
2.3.3	Data usage in teams	At Level 4, a principal fulfills the criteria for Level 3 and additionally: − Data used as basis of decision making is transparent and communicated to all stakeholders; − Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	Principal utilizes data by: − Orchestrating frequent and timely team collaboration for data analysis; − Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	Principal utilizes data by: − Occasionally supporting and/or orchestrating team collaboration for data analysis; − Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	Principal <u>does not</u> utilize data by: − Rarely or never organizing efforts to analyze data; − Rarely or never applying data analysis to develop action plans.

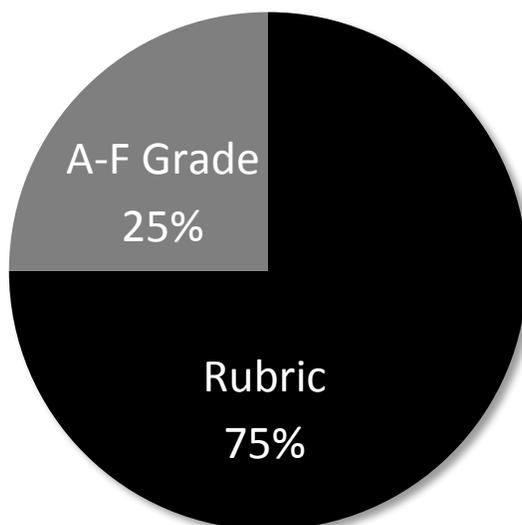# Bluffton-Harrison

Metropolitan School District

Principal Evaluation Metrics

June 2015

BHMSD Principal Evaluation Metrics

75% Leadership Outcomes, 25% A-F Grade

LEADERSHIP OUTCOMES (75%):

BHMSD Principal Effectiveness Rubric (75%): This score is obtained from the evaluation rating from the BHMSD Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 75% of the principal's comprehensive rating.

STUDENT LEARNING DATA (25%):

A-F Accountability Grade (25%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted 25% of the principal's comprehensive rating.

COMPUTING THE SCORE:

	Raw Score x Weight	Score
Rubric Rating	0.75	
A-F Accountability Grade (DOE)	0.25	
	Comprehensive Effectiveness Rating	

SCALE:

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points →	1.75 points →	2.5 points →	3.5 - 4.0 points

Note: Borderline points always round up

BEGINNING EDUCATOR RESIDENCY PROGRAM

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District embraces the concepts set forth in Indiana Code and the Indiana Department of Education which authorize and outline requirements for a local plan for a Beginning Educator Residency Program. Educator is defined as teacher, administrator, and/or school service personnel. The Board believes that the program will enhance the professional staff evaluation program already in operation for the purpose of assuring "a high quality of educator performance." This Beginning Educator Residency Program is a two-year program and is consistent with the Initial Practitioner License. The Board will provide a mentor to a beginning educator *in the first year only* of this Beginning Educator Residency Program. The Board may provide a mentor to a beginning educator who is in the second year of the Beginning Educator Residency Program and who is a first-year employee of Bluffton-Harrison Metropolitan School District.

I.   EXPECTATIONS AND RESPONSIBILITIES

> A.   Superintendent
>
> > 1.   The superintendent shall keep a record of each year of employment on the beginning educator's license until that educator successfully completes the residency program or is terminated from the program.
> > 2.   The governing body may direct the superintendent to conduct a preliminary conference with a beginning educator who is appealing the principal's determination that the educator has not successfully completed the two-year residency program.
> > 3.   The superintendent may provide information supporting the principal's determination at the conference with the governing body in cases where a beginning teacher has appealed a decision that he or she has not successfully completed the initial two-year of residency program.
>
> B.   Principal
>
> > 1.   The principal shall participate in any training required by the corporation.
> > 2.   The principal shall be responsible for assigning a mentor to each beginning educator.
> > 3.   The principal shall provide the mentor with adequate time to observe the beginning educator and, whenever practical, released time from the mentor's non-classroom and classroom duties.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 25, 1988
Revised: 6/26/00, 9/30/04, 8/27/07, 8/9/10

4. The principal shall conduct an initial conference with the beginning educator and the mentor prior to the first day of school.
5. The principal must make a record of each classroom observation of the beginning teacher and hold post-evaluation conferences.
6. If an educator who has not successfully completed the beginning educator residency program appeals the decision, the principal must provide information supporting his or her determination during a conference with the governing body.
7. The principal must complete endorsement and reporting requirements if the governing body determines that an educator has successfully completed the beginning educator residency program, as a result of the appeal procedure.
8. Any decision to recommend termination must be accompanied by appropriate due process as outlined in Indiana Code.

C. Mentor

1. The mentor is expected to participate in mentor training when provided by the school corporation.
2. The mentor shall periodically meet with the beginning educator to discuss progress, strengths, and weaknesses.
3. The mentor shall participate in an initial conference with the beginning educator and the principal prior to the first day of school.
4. The mentor may participate in the post-observation conferences with the beginning teacher and the principal if requested by beginning teacher; however, direct participation may not be required of the mentor.
5. The mentor will make random and/or scheduled visits to assist in the development of effective strategies.
6. The mentor has the important responsibility of providing assistance and support for the beginning educator and, as such, cannot be expected to provide evaluative information to the principal which might affect the beginning educator adversely.

D. Beginning Educator

1. The beginning educator must participate in and successfully complete the beginning educator residency program.

Source: **Bluffton-Harrison Metropolitan School District**
Adopted: **August 25, 1988**
Revised: **6/26/00, 9/30/04, 8/27/07, 8/9/10**

2. The beginning educator must periodically meet with the mentor to discuss progress, strengths, and weaknesses and to receive guidance from the mentor.
3. The beginning educator shall participate in an initial conference with the principal and the mentor prior to the first day of school.
4. The beginning educator may request that the mentor attend the post-observation conferences with the principal.
5. The beginning educator who does not successfully complete a beginning educator residency program may file a written request within five days of receipt of notice of the determination of the principal for a conference with the governing body.
6. The beginning educator who fails to successfully complete the beginning educator residency program may provide information refuting the determination of the principal at the conference with the governing body.

II. SELECTION OF MENTORS

A. Process for Selecting Mentors

1. Applications will be considered for assignment by the superintendent following a recommendation by the Building Principal.

2. The superintendent will make the final decision on assignment.

B. Criteria for Selecting Mentors

1. Required Criteria
   a. The mentor must consent to the assignment.
   b. The mentor must be a certified teacher.
   c. The mentor must demonstrate exemplary teaching skills.
2. Supplemental Criteria
   a. If possible, the mentor should have a minimum of five years of teaching experience.
   b. If possible, the mentor should teach at a grade level or a subject area which closely parallels the assignment of the beginning teacher.
   c. If possible, the mentor should teach in the same building as the beginning teacher.

3. Characteristics of Effective Mentors
   a. Knows and understands exemplary standards-based practice in the classroom.
   b. Knows and applies constructive collegial behavior such as appropriate roles of peers, active listening techniques, and modeling professional attributes.
   c. Knows own learning and teaching styles, approaches, strengths and weaknesses and how to reflect on own teaching and learning.
   d. Knows strategies for being a constructive observer such as asking appropriate questions for data collection, how to access data to foster self analysis within beginning teachers, and for improved instructional techniques in the beginning teachers practices.
   e. Knows how to recommend and contact resources within the school, the community, the state and nation (e.g. colleges or universities, professional organizations, human service agencies, educational resource centers, Internet sites, consulting consortiums).
   f. Knows major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities, higher education).
   g. Knows the stages of teacher development and possible affective needs of beginning teachers as they progress through the initial years of teaching.

4. Dispositions of Effective Mentors
   a. Is committed to allotting time for personal and collegial reflection on practice.
   b. Is enthusiastic about being a positive role model, coach, and mentor.
   c. Values the enrichment of learning that comes from the diverse backgrounds, values, skills, talents, and interests and from taking risks.
   d. Has the personal attributes of being empathetic, caring, adaptable, and enthusiastic about teaching and learning.
   e. Believes that all students can learn and perform at high levels.

Source: **Bluffton-Harrison Metropolitan School District**
Adopted: **August 25, 1988**
Revised: **6/26/00, 9/30/04, 8/27/07, 8/9/10**

        f.   Values the roles that open communication and trust play in building strong, productive, collegial relationships and incorporates confidentiality, nonjudgmental dialogue and professional integrity into collegial relations.

        g.   Believes in education as a profession.

        h.   Is a positive influence on good morale within a school.

        i.   Values the opportunities that technology and new methodologies can provide for teaching and student learning.

5.   Performances of Effective Mentors

        a.   Draws upon colleagues within the school and other professional arenas to support his/her professional development.

        b.   Pursues professional development opportunities to access new content knowledge and instructional methods and to incorporate them into relevant learning situations for students.

        c.   Creates a supportive and reflective environment for addressing issues facing a beginning educator and for analyzing teaching and learning.

        d.   Exemplifies standards-based teaching in the classroom.

        e.   Supports the beginning educator in interactions with teachers, administrators, and parents.

        f.   Displays a sense of humor, hope and optimism, high expectations, and an ability to act as a catalyst for the learning of others.

        g.   Exemplifies being a professional educator and a life-long learner.

IV   TRAINING FOR PARTICIPANTS

    A.   Principal

        1.   The superintendent will review policy with principals as necessary.

        2.   Attendance at Department of Education workshops and/or workshops of other professional organizations will be encouraged.

    B.   Mentor

        1.   The principal will review policy with selected mentors annually at the beginning of the school year.

2.   Mentors will be encouraged and/or required to attend appropriate workshops sponsored by the Indiana Department of Education or other professional organizations subject to any limitations by other policies on conference attendance.

C.   Beginning Educator

1.   Orientation training will be provided prior to the first day of school.

2.   Beginning educators will be encouraged to attend appropriate conferences and workshops sponsored by the Indiana Department of Education and/or other professional organizations subject to other corporate policies on conference attendance.

3.   An ongoing dialogue between principal, mentor, and beginning educator should constitute the most important "training."

V.   CLASSROOM OBSERVATIONS

A.   No less than two classroom observations shall be conducted by the principal.

B.   If time allows, an observation toward the end of each nine-week grading period is encouraged.

VI.   CONFERENCES

A.   An orientation conference must be conducted prior to the first day of school.

B.   A pre-observation conference must be held prior to a classroom visitation.

C.   A post-observation conference must be held after each classroom visitation.

D.   The time intervening between conferences and observations should be minimal for maximum effect.

E.   Mentors may participate in all conferences if requested to do so by the beginning educator.

Source: **Bluffton-Harrison Metropolitan School District**
Adopted: **August 25, 1988**
Revised: **6/26/00**, **9/30/04, 8/27/07, 8/9/10**

F. Mentors are encouraged to make numerous and brief "classroom walkthroughs."

G. Mentors may also have time to schedule longer observations.

The Bluffton-Harrison Metropolitan School District plan for its Beginning Educator Residency Program outlined above defines the roles of administrator and mentor which demonstrate crucial importance to the development of the beginning educator.

In many ways, the principal's role will be the same as it has always been. The principal will guide the beginning educator through initial introductions and orientation meetings.

Periodically the principal will assess the beginning educator's progress and provide guidance for continued improvement. He/she will assist with arrangements for in-service programs and delivery of other corporation resources. New roles for the principal include guiding the beginning educator and mentor as they establish their schedule and procedures.

The mentor will help the beginning educator become acquainted with the school, the faculty, routine procedures, and policies. The mentor will be officially delegated to perform these acts of support and be awarded a $500.00 stipend.

The mentor will perform the role of formally assisting or coaching the beginning educator. The beginning educator will have frequent, perhaps daily contact with the mentor. The beginning educator should feel free to discuss problems or concerns openly and to explore ideas, good and bad, with the mentor. The mentor will engage in formal pre-conferences, observations, and post-conference sessions with the beginning educator.

A cooperative effort by a team of professionals cannot help but improve the chances of success for the beginning educator, and any such effort in this direction will ultimately improve the educational opportunities for the students of the Bluffton-Harrison Metropolitan School District.

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Adopted: **August 25, 1988**
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