The Excel Center
Staff Evaluation Plan
2026-2027

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Overview

The Excel Center is focused on ensuring that students receive the highest quality education, special services, life coaching, post-secondary planning, and childcare. Our belief is that quality is increased when the effectiveness of the staff members of The Excel Center is increased. To that end, every employee is provided feedback, professional development, and performance evaluation focused on increasing the level of effectiveness in serving adult high school students. This is aligned with Goodwill of Central and Southern Indiana's values:

- People grow and build confidence when they learn and apply knowledge.
- People can reach their greatest potential through employment.
- Goodwill believes in every person's ability to define, work toward and achieve greater independence.

Consistent with its Values, Goodwill has in place a formal process to ensure its ongoing, effective performance by identifying, developing, retaining, and transitioning talent. This development process enables Goodwill to achieve its strategic objectives by recruiting and keeping a quality workforce that responds effectively to its changing needs. Key objectives include:

- Improving the depth and diversity of leadership talent.
- Creating organization plans that anticipate the transition of key employees.
- Identifying leadership competencies necessary for business success.
- Creating individual development plans for all employees.
- Increasing staff productivity, creativity, and career opportunities.
- Sustaining a learning culture that reinforces self-development and self-sufficiency.

Responsibilities

- All employees
    - Proactively participate in assessment and development opportunities.
    - Openly consider the objective feedback received from others.
    - Provide constructive feedback to others for their personal development.
    - Use the development resources that Goodwill provides.
    - Link personal and professional growth to Goodwill's business success.

- Management employees
    - Objectively assess employee development needs.
    - Coach direct reports on completing their individual development plans.
    - Provide resources to help employees develop business related competencies.
    - Incorporate employee development goals into Balanced Scorecard Objectives.
    - Prepare and present annual review documentation.

- Executive staff
    - Measure the effectiveness of employee development in reaching strategic objectives.
    - Ensure leadership continuity throughout the organization.
    - Implement the annual review process.

Definitions of Performance Categories

Highly Effective: A highly effective staff member consistently exceeds expectations both in terms of student outcomes and professional practice. This is a staff member who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student outcomes. The highly effective staff member's students (or staff), in aggregate, have exceeded expectations for growth and achievement based on guidelines suggested by the network.

Effective: An effective staff member consistently meets expectations both in terms of student outcomes and professional practice. This is a staff member who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student outcomes. The effective staff member's students (or staff), in aggregate, have achieved an acceptable rate of growth and achievement based on guidelines suggested by the network.

Improvement Necessary: A staff member who is rated as improvement necessary requires a change in performance before he/she meets expectations either in terms of student outcomes or professional practice. This is a staff member who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student outcomes. In aggregate, the students of a staff member rated improvement necessary have achieved a below acceptable rate of growth and achievement based on guidelines suggested by the network.

Ineffective: An ineffective staff member consistently fails to meet expectations both in terms of student outcomes and professional practice. This is a staff member who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have achieved unacceptable levels of growth and achievement based on guidelines suggested by the department.

Planned Salary/Hourly Raises:

- Finalized rubric score of 3.0+ = 3% increase*
- Finalized rubric score of 2.0+ = 2% increase
- Finalized rubric score of 1.0+ = 1% increase
- Finalized rubric score of <.99 = 0% increase

* Annual raise percentages may be adjusted based on organizational financial capacity.
**A staff member who negatively affects student performance cannot receive a rating of highly effective or effective. The School Director will solely define the negative impact and determine if it has occurred.
***There is no expectation that a given number of staff members will be scored in any given category
****While an employee may receive a performance improvement plan at any time in the school year, any employee who receives an end-of-year summative score of "Improvement Necessary" (2.49 or lower) for a school year will receive a performance improvement plan.

Rubric Score Weight Structures

All Staff use the Finalization Categories
80% Effectiveness Rubric
20% School Grade (tied to enrollment goal)

The Importance of Informal, Formative Feedback

All staff should expect to receive ongoing, informal feedback that occurs within the work every day in the building. This feedback exists outside of the language, process, and frequency of the following evaluation frameworks' domains, competencies, and indicators. Instead, the feedback is meant to guide professional practice through quick notes, 1:1 meetings, emails, etc to highlight work that should be reinforced while noting space for improvement. This feedback should include both employee actions and the anticipated outcomes of those actions. When combined with the following evaluation frameworks, the growth in professional practice will lead to higher levels of service and outcomes for all students.

School Staff Evaluation Frameworks

School Directors

School Directors report to either the Regional Director and are responsible for everyone and everything within a school building. The school's goals, vision, accountability, and urgency originate with the School Director. The School Director must leverage the teams within the building, internal stakeholders within the organization, and the external stakeholders within the community in order to effectively lead a school. School administration team, led by the director, must receive effective direction, guidance, and delegation of tasks critical to the success of their respective teams and school overall. Relationships with internal stakeholders within the organization -- School Director peers, Senior/Regional Director, Director of Finance, Marketing, Facilities, etc. -- must be consistently cultivated to ensure both school and network success. Finally, the school administration team should research and connect to the surrounding community to ensure student success is achieved.

Core Responsibilities

- **Graduate Performance:** attaining graduation goals and maintaining high expectations
- **Student Performance:** tracking and action on key student performance measures
- **Financial Performance:** tracking and action on both short financials and long term projects to meet the needs of the students, staff, and community
- **Compliance Performance:** meeting all benchmarks for legal, internal, and external reporting
- **Enrollment Performance:** meeting enrollment targets by filling "every seat every term" through effective recruitment and retention of students
- **Talent Performance:** developing all staff through evaluation and appropriately tailored professional development and remediation
- **Post-Graduate Performance:** equipping nearly every graduate with post-secondary skills and plan to reach a family-sustaining wage

Evaluator(s)

- **Primary:** Regional Director
- **Secondary:** Senior Director

Tool

- Summative Rubric- Director
- Director PDR Worksheet

- 2x2 Feedback

Weighting

- Excel Center (v.2025)

Feedback and Evaluation Frequency

- **Feedback:**
  - **Term 1**- Initial PDR filled out and reviewed with Regional Director
  - **Term 2**- 2x2 Feedback
  - **Term 3**- Formal, long evaluation
  - **Term 4-** 2x2 Feedback
  - **Term 5-** Formal, long evaluation using the rubric
- **Summative Evaluation:** 1 summative evaluation at the end of the school year

School Administration Team Members

Administration team members report to the school director and are responsible for the communication and direction of their teams within the building or their respective departments.

Core Responsibilities

- **Lead Teacher**
  - **Test Coordination**- fulfilling the responsibilities of the School Test Coordinator and creating an effective testing environment for students
  - **Student Performance**- tracking and action on key student performance measures specific to instruction, assessment, and evaluation
  - **Teacher Evaluations**- maintaining systems of feedback and evaluation to improve instruction and student achievement in every classroom
  - **Professional Development**- connecting teachers to the experiences, resources, and development needed to grow based on observed needs
  - **Teaching Rubric**

- **Lead Coach**
  - **Enrollment**- monitoring of enrollment and withdrawals to inform interventions of coaches and school administration
  - **Student Performance**- tracking and action on key student performance measures specific to graduation planning, relationships, and evaluation
  - **Coach Evaluations**- maintaining systems of feedback and evaluation to improve coaching and student achievement in every caseload
  - **Professional Development**- connecting coaches to the experiences, resources, and development needed to grow based on observed needs
  - **Coaching Rubric**

- **College and Career Readiness Specialist**
  - **Accountability**- creates, promotes, scales, and tracks certification and dual credit offerings that are directly influenced by labor market data, employer partnerships, and vendor outcomes
  - **Student Performance**- matches offerings to student interests and connects students to myriad options to inform student choice pre- and post-graduation

    - **Professional Development**- informs professional development of staff and changes to professional practice with student post-graduation outcomes

- **Manager, Office Administration**
    - **Enrollment**- maintaining required processes and communicating to students, staff, and admin team both needs and opportunities for enrollment
    - **Community Outreach-** building and coordinating relationships in the community to increase enrollment and brand awareness
    - **Professional Development**- identifying and providing opportunities for growth for staff members working in the Young Learners Childcare Center (YLCC)
    - **Building Needs**- proactively identifying supplies needed while also ensuring all systems in the building are up to date, branded, and effective

- **Teachers of Record (SpEd & ML)**
    - **Compliance**- conducting effective case conferences and ensures all documentation is compliant with GEI, state, and federal standards
    - **Service**- directly or indirectly serving students with required and supplemental services to increase student achievement
    - **Professional Development**- providing professional development to staff based on the needs/achievement of students with IEPs/504s/ILPs/Individual Support Plans
    - **Achievement**- actively tracking the achievement and progress of students with IEPs/504s/ILPs/Accommodation Plans

- **Shared Core Responsibilities**
    - **Development Goals**- creating goals that are either/both personal and professional that will increase the effectiveness of staff members and those around them
    - **Data**- identifying and tracking data that is relevant to the students served or their position with a focus on making adjustments to improve

Evaluators

- Primary: School Director
- Secondary: Regional Director

*Evaluators of school admin teams will receive training and guidance from the Regional Director(s)

Tools

- Summative Rubric- Lead Teacher and LT PDR Worksheet
- Summative Rubric- Lead Coach and LC PDR Worksheet
- Summative Rubric- CCR Specialist and CCR PDR Worksheet
- Summative Rubric- School Office Manager and SOM PDR Worksheet
- Summative Rubric- SPED TOR and TOR PDR Worksheet
- Summative Rubric: ML TOR and ML TOR PDR Worksheet
- 2x2 Feedback

Weighting

- Excel Center (v.2025)

Feedback and Evaluation Frequency

- **Feedback:**
    - **Term 1**- Initial PDR filled out and reviewed with School Director
    - **Term 2**- 2x2 Feedback
    - **Term 3**- Formal, long evaluation using the rubric
    - **Term 4-** 2x2 Feedback
    - **Term 5-** Formal, long evaluation using the rubric

      The exact schedule for each building is determined by the School Director and Regional Director.
- **Summative Evaluation:** 1 summative evaluation at the end of the school year

Teachers

Teachers report to and are evaluated by the Lead Teacher and School Director. Formal evaluation occurs through observations and use of The Excel Center Teacher Effectiveness rubric. Teachers are responsible for the academic success of their students. They implement the vision, curriculum, and day-to-day instruction of students while modeling leadership and professionalism. Teachers are responsible for the tracking of student performance through student learning objectives, while collaborating with other staff to ensure that the school shows continual growth and produces quality graduates.

Definitions

- Extended Observation - No less than 45 minutes in length. Includes all domains on the Teacher Effectiveness Rubric. Instructors must receive feedback within five school days of the observation.

- Short Observation - Between 15-30 minutes in length. Only focuses on Domain 1 of the Teacher Effectiveness Rubric. Used as a formative measure to help instructors grow and instructors should receive feedback within 2 school days of the observation.

- Walkthrough - Short checklists for universal expectations within a classroom. Does not weigh into the final evaluation score.

- 2x2 Feedback- The supervisor and the staff member complete a reflection guide and meet to discuss two areas in which each person is doing well and two areas of growth for each person.

- Experienced, Effective Teacher - A teacher with 2 or more years experience at The Excel Center and has a finalized evaluation score of 3.0+ for 2 consecutive years; teacher will move to a 2X2 Feedback instead of short evaluations
    - Requires approval of director each year

- New or less than Effective Teacher - A teacher new to The Excel Center or a teacher who has a finalized evaluation score of less than 3.0 in at least one of the last two years

- Summative Evaluation - Year-end evaluation that takes into account all feedback and evaluation to provide a final score for overall job performance

Evaluator(s)

- Primary: School Director
- Secondary: Lead Teacher

*Evaluators of teachers will receive training and guidance from the School Director, district evaluation training, and from professional sources like CIESC, SFS, etc

Tool

- 2026 Instructor Rubric
- 2x2 Feedback Guidance
- 2x2 Feedback

Weighting

- Excel Center (v.2025)

Feedback and Evaluation Frequency

- **Feedback:**
  - **Term 1**- Short evaluations
  - **Term 2**- Formal, long evaluation using the rubric
  - **Term 3**- Short evaluation OR 2x2 Feedback if effective 2+ years
  - **Term 4-** Formal, long evaluation using the rubric
  - **Term 5-** Short evaluation OR 2x2 Feedback if effective 2+ years
- **Summative Evaluation:** 1 summative evaluation at the end of the school year

Feedback and Evaluation

- Feedback
  - Data-driven discussion(s) guided by observations
  - Walkthroughs focused on universal expectations of teaching for all teachers
  - Short Observations focused on Domain 1 for all teachers
    i. Feedback should be delivered within 3 days
  - One-on-one, formal conversations about goals/areas of focus for experienced, effective teachers in lieu of or in combination with above feedback tools

- Evaluation
  - Extended Evaluations--two evaluations that largely factor into the year-end evaluation--school can decide whether they are announced or unannounced
    i. Feedback should be delivered within 7 days
  - Summative, finalized evaluation--year-end evaluation that takes into account all feedback and evaluation to provide a final score for overall and each domain

Life Coaches

Life Coach's primary role is to promote continued student engagement in the Excel Center and to serve as a student advocate. Each Life Coach is responsible for a caseload of students, typically ranging from 65-80

students. To support student learning and productivity, Life Coaches build relationships with students and provide resources to remove barriers to the students' educational progress. Effective Life Coaches understand how to triage their caseloads by managing their core responsibilities while also being responsive to student crises as they arise.

Definitions

- Short Evaluation - Feedback provided to a life coach using Domain 1 only
- Extended Evaluation - An evaluation provided to a life coach using Domains 1-4
- 2x2 Feedback- The supervisor and the staff member complete a reflection guide and meet to discuss two areas in which each person is doing well and two areas of growth for each person.
- Experienced, Effective Coach - A coach with 2 or more years experience at The Excel Center and has a finalized evaluation score of 3.0+ for 2 consecutive years. Coach will move to a 2X2 Feedback instead of short evaluations.
    - Requires approval of director each year
- New or less than Effective Coach - A coach new to The Excel Center or a teacher who has a finalized evaluation score of less than 3.0 in at least one of the last two years
- Summative Evaluation - Year-end evaluation that takes into account all feedback and evaluation to provide a final score for overall job performance

Evaluators

- Primary: School Director
- Secondary: Lead Coach

*Evaluators of coaches will receive training and guidance from the School Director, district evaluation training, and from professional sources like CIESC, SFS, etc

Tool

- 2026 TEC Life Coach Effectiveness Rubric
- 2x2 Feedback Guidance
- 2x2 Feedback

Weighting

- 2026 Group 2

Feedback and Evaluation Frequency

- **Feedback:**
    - **Term 1**- Short evaluations
    - **Term 2**- Formal, long evaluation using the rubric
    - **Term 3**- Short evaluation OR 2x2 Feedback if effective 2+ years
    - **Term 4-** Formal, long evaluation using the rubric
    - **Term 5-** Short evaluation OR 2x2 Feedback if effective 2+ years
- **Summative Evaluation:** 1 summative evaluation at the end of the school year

Feedback and Evaluation

- Feedback
    - Data-driven discussions guided by observations
    - Short observations focused on Domain 1
    - One-on-one, formal conversations about goals/areas of focus for experienced, effective coaches in lieu of or in combination with the above feedback tools

- Evaluation:
    - Short Evaluation (Domain 1)- feedback should be delivered within 3 days of the completed evaluation
        i. Capture random selection of coach caseload totaling at least 50% of the caseload
        ii. Based on school norms of rubric language, compile all data necessary for coach evaluation from Synergy, Google Drive, etc
        iii. Summarize data in the text box within SFS observation
        iv. Score the coach on every applicable indicator and plan observation debrief with coach to share score and steps forward
    - Long Evaluation (Domains 1-4)- feedback should be delivered within 7 days of completed evaluation
        i. Complete process steps A, B, and C for Domain 1 as completed for Short Evaluations
        ii. Complete additional steps for Domain 2 by pulling information from Synergy, Google Drive, etc.
        iii. Complete steps for Domain 3 by observation and feedback from coach, exclude Domains 3.1, 3.4, and 3.6 (mark NA).
        iv. Invite coach to complete self-evaluation in SFS in advance of the Pre-Evaluation Conference
        v. Score the coach on every indicator and plan an observation debrief with a coach to share score and steps forward

Young Learners Child Care Manager

The Young Learner's Childcare Center is designed to provide free, temporary, short-term childcare for the students of The Excel Center until regular childcare is located. The Young Learner's Childcare Center is available when students are studying on-site or are in class, and it will serve children up to age 12. A child may stay at the center for a maximum of 4 hours each day.

As The Young Learner's Childcare Manager, you will ensure the safe and caring management of all the children entrusted to the center, as well as the part-time staff, and other qualified participants. This means you will hire, train, coach, and help with monitoring children in the center, setting schedules, and developing learning opportunities for the children while in their care. Additionally, will keep parents informed of policies and procedures at the center as well as provide effective resolution for any conflicts that should arise. This role demonstrates behaviors consistent with our Mission, Vision and Values, on behalf of Goodwill of Central & Southern Indiana.

Definitions

- Short Evaluation - Feedback provided to a YLCC Manager using Domain 1 only
- Extended Evaluation - An evaluation provided to the YLCC Manager using Domains 1-4
- 2x2 Feedback- The supervisor and the staff member complete a reflection guide and meet to discuss two areas in which each person is doing well and two areas of growth for each person.
- Experienced, Effective YLCC Manager - A YLCC Manager with 2 or more years experience at The Excel Center and has a finalized evaluation score of 3.0+ for 2 consecutive years
    - Requires approval of director each year
- New or less than Effective YLCC Manager - A YLCC Manager new to The Excel Center who has a finalized evaluation score of less than 3.0 in at least one of the last two years
- Finalized Evaluation - Year-end evaluation that takes into account all feedback and evaluation to provide a final score for overall job performance

Evaluators

- Primary: School Director
- Secondary: Manager, Office Administration

Tools

- Summative Rubric: YLCC Manager
- 2x2 Feedback

Weighting

- Excel Center (v.2025)

Feedback and Evaluation Frequency

- **Feedback:**
    - **Term 1**-Short evaluations
    - **Term 2**-Short evaluation OR 2x2 Feedback if effective 2+ years
    - **Term 3**-Formal, long evaluation using the rubric
    - **Term 4-** Short evaluation OR 2x2 Feedback if effective 2+ years
    - **Term 5-** Formal, long evaluation using the rubric
- **Summative Evaluation:** 1 summative evaluation at the end of the school year

Paraprofessionals

The Paraprofessional provides student assistance and guidance for online classes and manages the organization and coordination of office operations, procedures, and resources to facilitate the organizational effectiveness and efficiency of The Excel Center. The Paraprofessional works closely with staff and students to supervise and maintain orderly operations for the school. Works with The Excel Center online instructors by assisting with broadcasting the class, collecting paperwork, and making sure students comprehend coursework. Other duties include setting up student accounts, assisting with credit recovery classes, supporting orientation, and updating attendance records. The position works with the instructional team in meeting educational goals and adhering to the Indiana Academic Standards.

Definitions

- Short Evaluation - Feedback provided to a paraprofessional using Domain 1 only
- Extended Evaluation - An evaluation provided to a paraprofessional using Domains 1-4
- Experienced, Effective Paraprofessional - A paraprofessional with 2 or more years experience at The Excel Center and has a finalized evaluation score of 3.0+ for 2 consecutive years
    - Requires approval of director each year
- 2x2 Feedback- The supervisor and the staff member complete a reflection guide and meet to discuss two areas in which each person is doing well and two areas of growth for each person.
- New or less than Effective Paraprofessional - A paraprofessional new to The Excel Center or a paraprofessional who has a finalized evaluation score of less than 3.0 in at least one of the last two years
- Finalized Evaluation - Year-end evaluation that takes into account all feedback and evaluation to provide a final score for overall job performance

Evaluators

- Primary: School Director
- Secondary: Direct Supervisor (as determined by the Director)

Tools

- Summative Rubric: Paraprofessional
- 2x2 Feedback

Weighting

- Excel Center (v.2025)

Feedback and Evaluation Frequency

- **Feedback:**
    - **Term 1**- Short evaluations
    - **Term 2**- Short evaluation OR 2x2 Feedback if effective 2+ years
    - **Term 3**- Formal, long evaluation using the rubric
    - **Term 4-** Short evaluation OR 2x2 Feedback if effective 2+ years

    - **Term 5-** Formal, long evaluation using the rubric
- **Summative Evaluation:** 1 summative evaluation at the end of the school year

Instructional Interventionist

The Instructional Interventionist supports academic achievement for students attending Excel Center, meeting students where they are. The Interventionist employs a student-centered approach effectively tailoring individual or small group instruction to students who are struggling academically. Duties include monitoring, reporting, and communicating student progress and performance. The position will work under the direct supervision of the leadership team who will oversee which students receive intervention as well as intervention strategies. This position is funded by the ESSER grant to support the return to in-person instruction and school improvement goals while adhering to the Indiana State Standards.

Definitions

- Short Evaluation - Feedback provided to a life coach using Domain 1 only
- Extended Evaluation - An evaluation provided to an Instructional Interventionist using Domains 1-4
- Experienced, Effective Coach - A Instructional Interventionist with 2 or more years experience at The Excel Center and has a finalized evaluation score of 3.0+ for 2 consecutive years. The Instructional Interventionist will move to a 2X2 Feedback instead of short evaluations.
    - Requires approval of director each year
- New or less than Effective Coach - A Instructional Interventionist new to The Excel Center or an Instructional Interventionist who has a finalized evaluation score of less than 3.0 in at least one of the last two years
- Summative Evaluation - Year-end evaluation that takes into account all feedback and evaluation to provide a final score for overall job performance

Evaluators

- Primary: School Director
- Secondary: Direct Supervisor (as determined by student support needs and school demographics)

Tools

- Summative Rubric: Instructional Interventionist
- 2x2 Feedback

Weighting

- Excel Center (v.2025)

Feedback and Evaluation Frequency

- **Feedback:**
    - **Term 1**-Short evaluations
    - **Term 2**-Short evaluation OR 2x2 Feedback if effective 2+ years
    - **Term 3**-Formal, long evaluation using the rubric
    - **Term 4-** Short evaluation OR 2x2 Feedback if effective 2+ years
    - **Term 5-** Formal, long evaluation using the rubric
- **Summative Evaluation:** 1 summative evaluation at the end of the school year

Young Learners Child Care Attendant

The Young Learners Childcare Center (YLCC) is designed to provide free, temporary, short-term childcare for the students of the Excel Center until regular childcare is located. The YLCC is available when students are studying on-site or are in class, and will serve children up to age 12.

The Young Learners Childcare Attendant assists in ensuring the safe and caring management of all the students entrusted to the center. The Attendant monitors students in the center, serves snacks, and facilitates learning opportunities for the students while in their care. The Attendant assists in keeping parents informed of policies and procedures at the center

Definitions

- Short Evaluation - Feedback provided to an Attendant using Domain 1 only
- Extended Evaluation - An evaluation provided to an Attendant using Domains 1-4
- Experienced, Effective Coach - An Attendant with 2 or more years experience at The Excel Center and has a finalized evaluation score of 3.0+ for 2 consecutive years. The attendant will move to a 2X2 Feedback instead of short evaluations.
    - Requires approval of director each year
- New or less than Effective Coach - An Attendant new to The Excel Center or an Attendant who has a finalized evaluation score of less than 3.0 in at least one of the last two years
- Summative Evaluation - Year-end evaluation that takes into account all feedback and evaluation to provide a final score for overall job performance

Evaluators

- Primary: YLCC Manager
- Secondary: Manager, Office Administration; School Director

Tools

- Summative Rubric: YLCC Attendant
- 2x2 Feedback

Weighting

- Excel Center (v.2025)

Feedback and Evaluation Frequency

- **Feedback:**
    - **Term 1**- Short evaluations
    - **Term 2**- Short evaluation OR 2x2 Feedback if effective 2+ years
    - **Term 3**- Formal, long evaluation using the rubric
    - **Term 4-** Short evaluation OR 2x2 Feedback if effective 2+ years
    - **Term 5-** Formal, long evaluation using the rubric
- **Summative Evaluation:** 1 summative evaluation at the end of the school year

Using Standards for Success (SFS)

Number/Type of Evaluation

Position	Short/ Informal	2X2 Feedback	Long/ Formal	Finalized Evaluation
School Director	1 (PDR)	2	2	1 at End of Year
Administration Team Members	1 (PDR)	2	2	1 at End of Year
New or <3.0 Non-Admin Staff	3	N/A	2	1 at End of Year
Experienced, Effective Non-Admin Staff	1	2	2	1 at End of Year

Director & Admin Team Schedule (LT, LC, CCR, MOA, SpEd ToR, ML ToR)

- **Term 1: Goal Setting for the year based on rubric competencies**
    - In SFS: staff member should be submitting their PDR with evidence and scoring use *Artifact* Professional Development Task (PDT). Director can use "comment" box to add feedback
- **Term 2 and 4: 2x2 Feedback Form**
    - In SFS: staff member should complete a 2x2 form with evidence and use *Artifact* Professional Development Task (PDT) to upload 2x2 form. Director can use "comment" box to add feedback
- **Term 3 Mid-Year Evaluation:** Director uses evidence from T1-T2 and scores a long evaluation in SFS.
- **Term 5: Formal Evaluation Scoring:** Director uses evidence from SFS including 2x2 reflections, updated outcomes, data, etc
    - In SFS: Director creates an "Extended Evaluation" based on T4-T5 evidence and conversation. Use scripting and evidence in order to score rubric
    - In SFS: Director creates "Finalization" for summative evaluation based on T1-T5, staff reflections and conversations and Director feedback.
- End of Year: **Summative Evaluation Scoring -** Director uses evidence from PDR conversations, 2x2 Feedback and short/long evaluations
    - Evidence should be scripted for **each** indicator in Summative Evaluation.

2x2 Feedback Guidance

- See Evaluation Guidance for more details

Hybrid Roles

The following positions must have more than one instrument assigned to them and should be apportioned in the finalized score as:

- Lead Teacher: 80% Lead Teacher Rubric (evaluated in full), 20% Teacher Rubric (evaluated at least once w/ extended obs.)
- Lead Coach: 80% Lead Coach Rubric (evaluated in full), 20% Coach Rubric (evaluated at least once w/ extended obs.)
- (Lead) Coach/Instructor: 80% Lead Coach/Coach Rubric (evaluated in full), 20% Instructor Rubric
    - 1 short evaluation on Instructor rubric (timing is up to school)
    - 1 long evaluation on Instructor rubric (timing is up to school)
    - Follow frequency for Coaching evaluation (above)

Any other staff member that serves multiple roles that are associated with rubric instruments should use the same guidance: 80% for main role (evaluated in full), 20% for “supporting” roles (evaluated at least once in an extended observation). Variances to this model should be decided between the school and regional director.

Below is a calendar for positional revisions over the next five years. The revisions will include positional profile and evaluation rubric for each position.

Position	Profile Reviewed and revised	Rubric Reviewed and revised	Interview Framework Reviewed and revised	Onboarding Process Reviewed and revised	Go live!	Feedback / Revisions
School Director	May 2026	May 2026	May 2026	May 2026	July 2026	April 2027
School Office Manager	May 2026	May 2026	May 2026	May 2026	July 2026	April 2027
YLCC Manager	August 2026	November 2026	February 2027	March 2027	July 2027	March 2028
YLCC Attendant	August 2026	November 2026	February 2027	March 2027	July 2027	March 2028
Lead Life Coach	August 2026	November 2026	February 2027	March 2027	July 2027	March 2028
Life Coach	August 2026	November 2026	February 2027	March 2027	July 2027	March 2028
Paraprofessional / Interventionist	August 2027	November 2027	February 2028	May 2028	July 2028	March 2029
CCR Specialist	August 2027	November 2027	February 2028	January 2028	July 2028	March 2029
Special Education TOR	August 2028	November 2028	February 2029	May 2029	July 2029	March 2029
Multilingual TOR	August 2028	November 2028	February 2029	May 2029	July 2029	March 2029
Lead Teacher	August 2028	November 2029	February 2030	May 2030	July 2030	May 2026
Teacher	August 2028	November 2029	February 2030	May 2030	July 2030	May 2026

SFS Resources

The following resources will help users navigate the Standards for Success platform for evaluations:

- Navigation of SFS: this document provides steps on how to log in to SFS, navigate the system, self-assess on assigned rubrics, save artifacts, and put a support ticket into the system
- Creating an Observation: this document provides the training necessary to create, edit, and save staff observations before sending them to the staff member for review
- Using Preliminary vs Final Marks: this document provides evaluators the difference between the two kinds of marks within an observation--preliminary marks allow an evaluator to evidence the same indicator over and over, while a final mark is the lasting designation for that observation
- Using Artifacts: this document provides the training for staff members to use artifacts to demonstrate effectiveness for indicators that are difficult to observe within the evaluation schedule
- Approving Artifacts: this document provides the training for evaluators to approve and assign indicators to staff artifacts
- How to Finalize Staff: this document provides the steps for finalizing staff scores
- Creating Professional Development Tasks: this document provides the steps for utilizing this SFS feature for the purpose of documenting PDR discussions directly into SFS