



Southwestern Consolidated School District of Shelby County



Mr. Joshua Edwards
Superintendent

Mrs. Bonnie Thopy
Treasurer

Mrs. Belinda Head
Treasurer

Mr. Travis Oliver
Facilities Director

Ms. Stacy Baute
Technology Director

Staff Performance Evaluation Plan

SY 2022-2023

3406 West 600 South
Shelbyville, Indiana 46176-9632
Phone: 317-729-5746 Fax 317-729-5330
www.swshelby.k12.in.us

Our mission is to encourage, challenge, explore, and strive for excellence.

TABLE OF CONTENTS

Preface.....	3
Mission.....	3
Objectives.....	3
Assessment of Instructional Knowledge and Skills.....	4
Supporting Documents.....	5
Annual Evaluations.....	5
Anecdotal Record Keeping.....	7
Objective Measures of Student Achievement and Growth.....	7
Rigorous Measures of Effectiveness.....	9
Designation in Rating Category.....	10
Negative Impact.....	10
Evaluation Feedback.....	11
Evaluation Plan Discussion.....	12
Evaluators.....	12
Feedback and Remediation Plans.....	13
Instruction Delivered by Teachers Rated Ineffective.....	14
Teacher Appreciation Grant.....	14
Glossary.....	15
Appendices.....	16

PREFACE

This Certificated Employee Evaluation Plan has emerged from the efforts and ideas of both Administrators and Certificated Employees. The plan is based on the Indiana RISE model with Effectiveness Rubrics being modified for Teachers, School Counselor, Librarians/Media Specialists, Technology Specialist, and Administrators.

A committee of Administrators and Certificated Employees will utilize the school corporation's established discussion procedure to annually review the plan.

As per compliance with Indiana Code 20-28-11.5-8(d), any modification in the plan will be reported annually to the Indiana Department of Education (IDOE).

MISSION

The SWCSD Certificated Employee Evaluation Plan complies with Public Law 90 and is fair, credible, and accurate. The evaluation:

- Is Annual: Every Certificated Employee, regardless of experience, deserves meaningful feedback on his or her performance on an annual basis to promote professional growth.
- Includes Student Growth Data: Evaluations should be student-focused. First and foremost, an effective Certificated Employee helps students make academic progress. A thorough evaluation system included multiple measures of Certificated Employee performance, and growth data must be one of the key measures.
- Includes Four Rating Categories: To retain the best Certificated Employees, a process is needed that can truly differentiate the best educators and give them the recognition they deserve. If all Certificated Employees are to perform at the highest level, then there is a need to know which individuals are achieving the greatest success and give support to those who are new or struggling promoting professional growth.

OBJECTIVES

The objectives of this Evaluation Plan are to produce the following:

- Professional development opportunities that raise Certificated Employee performance to a higher level and improve educational services for students.
- Accurate and efficient documentation of the performance of Certificated Employees.
- Commitment to accountability in the performance of the Certificated Employee's duties and responsibilities.

Assessment of instructional Knowledge and Skills

Measure: Modified Indiana RISE Effectiveness Rubric based on Certificated position

DOMAIN 1: PURPOSEFUL PLANNING

Certificated Employees use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

- 1.1 Utilize Assessment Data to Plan
- 1.2 Develop Standards-Based Unit Plans and Assessments
- 1.3 Track Student Data and Analyze Progress

DOMAIN 2: EFFECTIVE INSTRUCTION

Certificated Employees facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration
- 2.9 Set High Expectations for Academic Success

DOMAIN 3: PROFESSIONAL COMMITMENT

Certificated Employees develop and sustain the intense energy and leadership necessary

within their school community to ensure the achievement of all students

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers or Seek Professional Development
- 3.3 Engage Families in Student Learning

DOMAIN 4: CORE PROFESSIONALISM

- 1. Attendance
- 2. On Time Arrival/Departure
- 3. Policies and Procedures
- 4. Respect

Supporting Documents

The following will be utilized in the evaluation process of teachers and principals at Southwestern CSD of Shelby County:

Professional Practice Resources:

- [RISE 3.0 Handbook](#)
- Teacher Effectiveness Rubric
- Professional Development Plan

Principal Evaluation Resources:

- [RISE Principal Evaluation Handbook](#)
- RISE Principal Effectiveness Rubric
- RISE Principal Metrics and Summative Rating Form

Documents utilized in the evaluation process of the counselor and can be found in Appendix A. The evaluation process being used was developed by the Indiana School Counselors' Association.

- Documents utilized in the evaluation process of the School Counselor can be found in Appendix A.
- Documents utilized in the evaluation process of the Corporation Media Specialist can be found in Appendix B.
- Documents utilized in the evaluation process of the Building Level Administrators can be found in Appendix C.
- Documents utilized in the evaluation process of the Superintendent can be found in Appendix D. The evaluation process being used is the ISBA/IAAPSS model.

All observations and evaluations are documented through Standards for Success.

Annual Evaluations

Source: IC 20-28-11-5-4(c)(1)

Southwestern Consolidated School District will evaluate all regular teachers and principals utilizing an adapted form of Indiana RISE 3.0. This will:

1. Provide a systematic way of recording Certificated Employee observations.
2. Provide evidence for the Effectiveness Rubric.
3. Provide basis for forming questions in the post observation conference.
4. Serve as a documented record of the observed performance.

The school counselor and media specialist all have different rubrics (see Appendixes A and B). The certificated employees (excluding the principals and the superintendent) in the school corporation will have a minimum of three observations annually. A minimum

of two of the observations will be unannounced and last anywhere between 10 - 39 minutes. One observation will be an announced formal observation (at least 40 minutes in length with the option of a pre-evaluation meeting at the request of the evaluator or teacher). Written documentation will be completed following each observation and will include competencies, evidence, and indicators. After each formal observation, the administrator will schedule a meeting with the certificated staff within 5 school days to review and discuss all aspects of the performance to date. For all observations written feedback will be provided in Standards for Success within seven (7) school days (unless otherwise agreed upon by evaluator and teacher). All Certificated Employees have the opportunity to request an observation and/or conference at any time. The request shall be in writing and the Evaluator will respond to the request within a reasonable timeframe. All observations, in conjunction with other evidence, will be used to complete the annual certificated staff evaluation. In the event that an Evaluator has identified specific areas of concern regarding the performance of a Certificated Employee that leads to additional observations for that employee, the Evaluator will notify the employee of the intent and state the reasons for such in writing. Evaluators maintain the right to observe at any time. All observation and evaluation documentation will be transmitted to the certificated employee through email utilizing Standards for Success.

All teachers will be evaluated annually (at least once per semester).

- Building administrators will be responsible for completing classroom observations.
 - Elementary School - 22 certificated employees
 - Jr/Sr High School - 23 certificated employees

The school counselor will be evaluated annually utilizing the Indiana School Counselors' Association model (see Appendix A for the rubric) by the principals.

The media specialist will be evaluated by the high school principal (see Appendix B for the rubric).

The principals will be evaluated by the superintendent utilizing a modified RISE 2.0 Principal Evaluation model. The jr./sr high school assistant principal will be evaluated by the jr./sr. high school principal. The elementary school assistant principal will be evaluated by the elementary principal. Principals will have a minimum of one long observation. Additional observations will be done as needed.

The superintendent will be evaluated by the school board annually utilizing the ISBA IAPSS model (see Appendix E). The board will complete the ratings of all indicators each December for the summative annual evaluation.

Anecdotal Record Keeping

It is important that all phases of the Certificated Employee's performance and behavior be accurately judged. In order to maintain an account of this performance and behavior, both positive and negative, anecdotal records should be maintained by the Evaluator.

If used by the Evaluator in the Certificated Employee's evaluation, then the Certificated Employee will be conferenced concerning the contents of the anecdotal records prior to the completion of the final evaluation.

All Certificated Employees have the opportunity to share and submit anecdotal evidence to the Evaluator who conducts their evaluation. This should be submitted prior to the completion of the final Certificated Employee evaluation. This is an aspect of the evaluation that does not count towards Domain I and Domain III artifacts.

Anecdotal records may be used for all areas of the evaluation, but are most effective in Domain 1: Planning; Domain 3: Commitment; and Domain 4: Core Professionalism in order to support an Evaluator's rating of a Certificated Employee.

Objective Measures of Student Achievement and Growth

Source: IC 20-28-11.5-4(c)(2); IC 20-28-11.5-4(c)(2)(A); 511 IAC 10-6-4(b)(1); IC 20-28-11.5-4(c)(2)(B); 511 IAC 10-6-4(b)(2); 511 IAC 10-6-4.63)

Southwestern Consolidated School District will include student achievement and growth in the evaluation plan of certificated employees. Teachers will be held accountable for student achievement. Student achievement will be measured by:

Locally developed assessments will be aligned with Indiana standards for student learning to ensure validity and reliability. Evaluators will review locally developed measures of student learning for rigor and secure administration of assessments.

At this point, each of the three final domain ratings is weighted according to the importance and summed to form one rating for domains 1 - 3. The creation and design of the rubric stresses the importance of observation and student actions reflected in Domain II: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than others, at 70%. Purposeful Planning stresses the importance of gathering data to analyze and drive instruction so it is weighted at 20% with Professional Commitment the final 10%.

	Rating: (1 - 4)	Weight	Weighted Rating
Domain I: Purposeful Planning	3.72	20%	0.744
Domain II: Effective Instruction	3.36	70%	2.352
Domain III: Professional Commitment	4	10%	0.4

Final Score Rating:

3.496

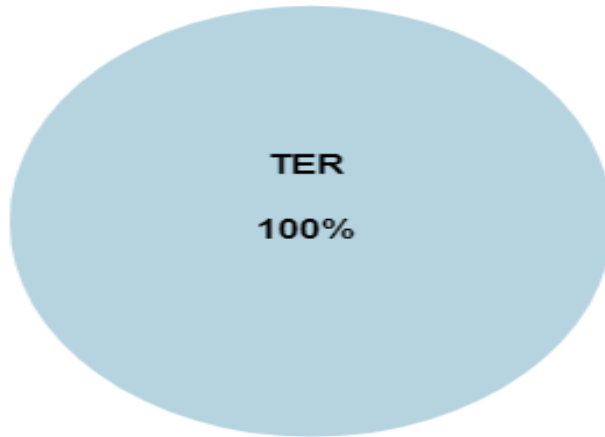
Incorporating Core Professionalism (Domain VI) represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change from the result above. If the teacher did not meet standards in at least one of the four indicators, he or she may have a 1 point deduction from the final score. If a teacher has a 1 point deduction from the final score, the evaluator will provide in writing documentation for the determination to deduct 1 point in core professionalism.

Outcome 1: Teacher meets all Core Professional standards and ends with a final Teacher Effectiveness Rubric (TER) Score of 3.496.

Outcome 2: The Teacher does not meet all Core Professional standards and ends with a final Teacher Effectiveness Rubric (TER) Score of $(3.496 - 1) = 2.496$.

Scoring Requirement: 1 is the lowest score a teacher can receive in the RISE system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

Summative Teacher Evaluation Scoring: SWCSD will evaluate with professional practice without additional components. The Teacher Effectiveness Rubric (TER) will account for 100% of a teacher's evaluation.



Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points	1.75 points	2.5 points	3.5 points

Rigorous Measures of Effectiveness

Source: IC 20-28-11.5-4(c)(3)

Southwestern Consolidated School District will utilize a version adapted from Indiana RISE 3.0 evaluation tool developed by the Indiana Department of Education for teachers and principals. RISE was developed to support a fair and transparent evaluation of teacher effectiveness. RISE will assist administrators in rating teacher effectiveness by evaluating four domains: planning, instruction, leadership, and core professionalism. As stated in the RISE model, four core principles will be used to successfully implement this evaluation tool. These four core principles include: training and support, accountability, credible distribution, and decision-making.

The RISE evaluation tool was developed using research and evidence as examined by the development team. Teaching frameworks and numerous sources were used when developing this evaluation plan.

Southwestern Consolidated School District is using Standards for Success to document all observations for all certificated staff except the superintendent. All observation protocol rubrics will include competencies, evidence, and indicators.

The indicators in the research-based RISE model will be used to complete all observations for teachers and principals. The indicators in the research based Indiana School Counselors' Association model will be used to complete all observations for the counselor (see Appendix A). The research based indicators in the ISBA/IAPSS model will be used to evaluate the superintendent (see Appendix D).

Designation in Rating Category

Source: IC 20-28-11.5-40)(4); 511 IAC 10-6-2(c); IC 20-28-11.5-4c)(6); 511 IAC 10-6-4(c)

Southwestern Consolidated School District will use a summative rating calculation to determine all certificated employee's overall rating. This rating will fall into the categories of **Highly Effective**, **Effective**, **Improvement Necessary**, or **Ineffective**. The RISE Evaluation System provides for a summative evaluation of certificated staff. At the end of the year, evaluators will review the body of evidence they have collected in order to calculate a final rating. The summative score will be based on the individual scores of Teacher Effectiveness Rubric mentioned before.

A **Highly Effective** teacher is one who consistently exceeds expectations both in terms of student achievement as well as professional contribution to the school or corporation. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have exceeded expectations for academic growth.

An **Effective** teacher is one who consistently meets expectations both in terms of student achievement as well as professional contributions to the school or corporation. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved acceptable rates of academic growth.

An **Improvement Necessary** teacher is one who has room for growth in meeting expectations for student achievement and professional contribution to the school or corporation. This is a teacher who, as determined by a trained evaluator, **Improvement Necessary** in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved below acceptable rates of academic growth.

An **Ineffective** teacher is one who consistently fails to meet expectations for student achievement and professional contribution to the school or corporation. This is a teacher who, as determined by a trained evaluator, has failed to meet expectations in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved low levels of academic growth.

Negative Impact

Source IC 20-28-11.5-40 and 511 IAC 10-6-4(c)

A teacher preliminarily receiving a rating of **Highly Effective** or **Effective** who is found to have negatively affected student achievement and growth will receive a summative rating of no higher than **Improvement Necessary**. A teacher who negatively affects student achievement and growth cannot receive a rating of **Highly Effective** or

Effective. If a teacher has a preliminary score of **Improvement Necessary** and is found to have negatively affected student achievement and growth, the teacher's summative rating will be adjusted to **Ineffective**.

Negative Impact on Locally-Selected Assessments: Locally developed assessments will be aligned with Indiana standards for student learning to ensure validity and reliability. Teachers will submit twenty four (24) data driven artifacts annually that align with our corporation's goals and the building level School Improvement Plans (SIP). Evaluators will review locally developed measures of student learning (artifacts) for rigor and secure administration of assessments. These locally developed assessments will be based on the academic standards of the subject or content standards the teachers are responsible for teaching. The assessments will indicate the degree to which student mastery is demonstrated and measured. When a significant number (40% or greater) assigned to the teacher fail to demonstrate mastery of the academic standards, that teacher will be identified as negatively impacting student learning.

Evaluation Feedback

Source: IC 20-28-11.5-4()(5) and 511 IAC 10-6-5

Southwestern Consolidated School District evaluators will identify areas of improvement for teachers who score in the **Improvement Necessary** or **Ineffective** categories upon completion of the yearly summative evaluation. Once these areas are identified, recommendations for improvement will be discussed with the teacher at his or her evaluation conference. If a certificated employee receives a rating of **Improvement Necessary** or **Ineffective** the evaluator and the employee will develop a remediation plan of not more than ninety (90) school days 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.

- During the post-conference of formal observations, any areas receiving low ratings will be discussed and recommendations will be given for improvement and the time in which improvement is expected.
- Any areas ranked **Improvement Necessary** or **Ineffective** will be targeted for recommendations for improvement for the teacher. The evaluator and the teacher may work together to create the recommendations the teacher will use to improve in the targeted areas of concern.
- Recommendations should be research-based with the intent that accomplishing recommendations will result in an increase in student performance.
- Feedback will be discussed between the teacher and the evaluator during the evaluation conference. If at any time after that conference, the teacher wishes to readdress the areas of improvement needed, the teacher may request a meeting with the evaluator to receive more feedback or to discuss the teacher's options

for completing recommended improvements. Additionally, an evaluated employee may request in writing a private conference with the superintendent within five (5) business days to discuss their ***Ineffective*** rating.

- The remediation plan will be reviewed after each observation.
- Teachers will be required to present documentation of their efforts to accomplish their recommended improvements within the parameters of the recommendation timeline.

Evaluation Plan Discussion

Source: IC 20-28-11.5-4(e)(1); and IC 20-28-11.5-4(e) (2)

The evaluation plan will be in writing and be explained to the governing body in a public meeting before the evaluations are conducted. Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with the teachers' representative.

Evaluators

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 principal as qualified to evaluate under the plan; and
- (3) conducts staff performance evaluations as a significant part of teacher responsibilities.

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 certified employee only if the individual has received training and support in evaluation skills.

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

SWCSD plans to utilize only licensed School Administrators as Evaluators.

Evaluators will be monitored through yearly training to ensure fair and effective evaluations.

Feedback and Remediation Plans

Source: IC 20-28-11.5-6(a), (b), and (c)

Southwestern Consolidated School District evaluators will provide written feedback to all evaluated employees and help to develop remediation plans as needed. Within 7 business days from the observation, all evaluated employees will receive documented feedback. Additionally, after extended observations, a meeting time will be set within 5 days of receiving feedback to meet with the evaluator to discuss the documentation. One day prior to the summative evaluation meeting, the evaluated employee will receive a printed copy of the evaluation to review before the evaluation meeting. Once these areas are identified, recommendations for improvement will be discussed with the teacher at his or her evaluation conference.

Upon receiving a rating as ***Improvement Necessary*** or ***Ineffective*** or the evaluator and evaluated employee will agree upon another meeting to take place within 5 business days to develop a remediation plan. The evaluated employee and evaluator will use the information gathered from the evaluation tool to begin a plan for improved effectiveness. Ineffective teachers will also be required to engage in professional development activities specific to their weakness. 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 a certificated employee receives a rating of ***Improvement Necessary*** or ***Ineffective*** the evaluator and the employee will develop a remediation plan of not more than ninety (90) school days to correct the deficiencies noted in the certificated employee's evaluation.

- During the post-conference of formal observations, any areas receiving low ratings will be discussed and recommendations will be given for improvement and the time in which improvement is expected.
- Any areas ranked ***Improvement Necessary*** or ***Ineffective*** will be targeted for recommendations for improvement for the teacher. The evaluator and the teacher may work together to create the recommendations the teacher will use to improve in the targeted areas of concern
- Recommendations should be research-based with the intent that accomplishing recommendations will result in an increase in student performance.
- Feedback will be discussed between the teacher and the evaluator during the evaluation conference. If at any time after that conference, the teacher wishes to readdress the areas of improvement needed, the teacher may request a meeting with the evaluator to receive more feedback or to discuss the teacher's options for completing recommended improvements. Additionally, an evaluated employee may request in writing a private conference with the superintendent within five (5) business days to discuss their Ineffective rating.
- The remediation plan will be reviewed after each observation.

- Teachers will be required to present documentation of their efforts to accomplish their recommended improvements within the parameters of the recommendation timeline.

Instruction Delivered by Teachers Rated Ineffective

Source: IC 20-28-11.5-7(c) and (d)

Southwester Consolidated School District will keep records on the summative rating of each teacher in the district. Most teachers are qualified to teach various grade levels or subject areas. If it is noted that a student would be receiving instruction for two consecutive years by two consecutive teachers rated as **ineffective**, the district will strive to reassign teachers rated as ineffective, when possible. Students' permanent records note which teachers they have received instruction from, so data collected from the permanent records would notify the district if such a situation were to occur. This data will be the basis for teacher reassignment, if necessary.

In cases where it is not possible to reassign a teacher to avoid consecutive years with teachers rated as ineffective, parents would be notified in writing of their child's placement in that particular class. Parents would be given the option to allow their child's placement in such a situation. Parents could pursue alternative options for their child, if they so choose, at their own expense.

Teacher Appreciation Grant (TAG)

Teacher Appreciation Grant (TAG) dollars, provided to the Southwestern Consolidated School District of Shelby County (SWCSD) by the Indiana Department of Education (IDOE), will be awarded to eligible certified staff members.

Eligible certified teachers include staff members covered under the Collective Bargaining Agreement, as well as Instructional Technology Specialists, who have received an Effective or Highly Effective rating from SWCSD for the 2022 - 2023 (last) school year AND be employed by SWCSD on December 1, 2023 (this school year).

Indiana Code requires a stipend awarded to a Highly Effective teacher must be at least 25% higher than the awarded amount given to an Effective teacher. Indiana code also allows for differentiated award amounts between schools.

As per the Discussions process, the SWCSD grant dollars will be provided as a cash stipend with 25% separating the amounts given to Effective versus Highly Effective staff members. There will be no differentiation between schools.

Teachers eligible for the stipend will receive it within twenty days of receipt from the Department of Education.

Glossary

- **Extended Observation:** Refers to the actual classroom observation and gathering of data concerning a Certificated Employee's performance. Includes the post observation conference with the Certificated Employee to review and discuss the collected data to assist the Certificated Employee in improving performance. An Extended Observation consists of the Evaluator spending at least 40 minutes in the classroom.
- **Growth:** Improving skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.
- **Artifacts:** Assessments submitted by teachers that follow the corporation's goals and individual school improvement plans that demonstrate analysis of data to drive instruction.
- **Professional Judgment:** A primary evaluator's ability to look at information gathered and to make an informed decision regarding a teacher's performance without using a predetermined formula.
- **Short Observation:** Refers to a classroom observation lasting between 10 minutes and 39 minutes.

Appendices

- A. Documents utilized in the evaluation process of the School Counselor can be found in Appendix A. [School Counselor Rubric](#) (LINKED)
- B. Documents utilized in the evaluation process of the Media Specialist can be found in Appendix B. [Media Specialist Rubric](#) (LINKED)
- C. Documents utilized in the evaluation process of the Building Level Administrators can be found in Appendix C. [Building Level Administrators Rubric](#) (LINKED)
- D. Documents utilized in the evaluation process of the Superintendent can be found in Appendix D. The evaluation process being used is the ISBA/APSS model. [Superintendent Rubric](#) (LINKED)
- E. Documents utilized in the evaluation process of the Certificated Staff Members can be found in Appendix E. [Certified Staff Members Rubric](#) (LINKED)
- F. Documents utilized in the evaluation process of the Mental Health Counselor can be found in Appendix F. [Mental Health Counselor Rubric](#) (LINKED)
- G. Documents utilized in the evaluation process of the Title I Teacher/Coordinator can be found in Appendix G. [Title I Teacher/Coordinator Rubric](#) (LINKED)
- H. Documents utilized in the evaluation process of the Athletic Director can be found in Appendix H. [Athletic Director Rubric](#) (LINKED)