Daleville Community School Corporation

Certified Employee Evaluation Plan

2022-2023

PREAMBLE

This evaluation plan was prepared in order to provide information regarding the rubrics and procedures utilized by Daleville Community Schools to meet annual evaluation requirements of certified employees and in order to meet requirements of IC-20-28-11.5.

With the exception where a contract obligation requires a different procedure, the following practices will be common to the evaluation process for all certified employees.

- The Certified Employee Evaluation Plan shall be discussed with the DFT prior to explaining the Plan to the Board of Trustees.
- The Certified Employee Evaluation Plan will be explained to the Board of Trustees in a public meeting prior to evaluations being conducted.
- All certified employees shall receive a minimum of two (2) annual observations.
- All certified employees shall receive recommendations for improvement and timelines for such improvement within the evaluation report.
- Evaluators will receive training and support in evaluation procedures, methods, and skills.
- Evaluated employees will receive feedback and completed evaluation documentation within seven (7) days of the completion of the evaluation.
- All certified employees receiving ratings of "Improvement Necessary" or "Ineffective" will receive a remediation plan from the evaluator that utilizes the employee's professional growth points for license renewal and may receive a private conference with the superintendent through a request in writing.
- No student will receive instruction in two or more consecutive years by a teacher rated as ineffective, if it can be avoided. This assurance will be part of the process of annual student scheduling and teacher assignment. Each building principal is responsible for this assurance.
- In the event where it is unavoidable that a student is instructed in consecutive years by a teacher rated as ineffective during each of those years, the building principal will inform the parent of the student in writing.

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2022-2023

TEACHER EVALUATION PLAN

Mission Statement

In an atmosphere of mutual support, the Daleville Community School Corporation, faculty, administration, and the Daleville Federation of Teachers, will work collaboratively to assess and improve instruction and make employment decisions through a system of evaluation recognizing individual differences in professional status.

Philosophy

We believe that the Teacher Evaluation Summary (TES) should:
- Provide opportunities for teachers to improve their instruction.
- Be a collaborative endeavor between the evaluator and the person being evaluated.
- Facilitate open communication in an atmosphere of mutual trust and respect.
- Help teachers develop skills of self-reflection and self-assessment which fosters life-long learning.

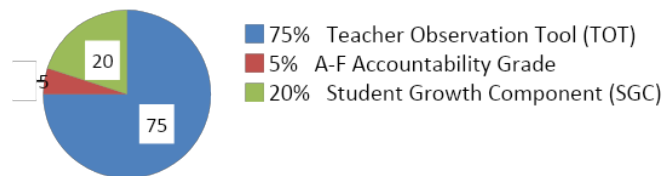## Teacher Evaluation Summary (TES) Components

Formal Observation

A-F Accountability Grade

Student Growth Component

→ State Assessments

→ Local Assessments

75% Teacher Observation Tool (TOT)
5% A-F Accountability Grade
20% Student Growth Component (SGC)

General Provisions

- Teachers will be evaluated annually in the performance of their assigned duties.
- Teachers will be assigned one administrator to be their primary evaluator.
- Primary evaluators have received training in the DCS Teacher Evaluation Process with emphasis on differentiating observed skill levels during observations.
- Teachers new to the school system will be assigned one mentor in their building.
- Probationary teachers will receive two (2) informal and two (2) formal observations in a school year. The observations will take place according to the timeline in this Teacher Evaluation Plan.
- Professional teachers will receive one (1) informal and one (1) formal observation in a school year as long as they stay in the Effective or Highly Effective categories. The observations will take place according to the timeline in this Teacher Evaluation Plan.
- A teacher may be afforded Association representation if he/she chooses during any evaluation conference.
- A teacher has the right to submit a written reflection statement to be attached to any written evaluation document at any time during the evaluation process.
- Artifacts may be considered as part of the Teacher Evaluation Summary (TES).
- A remediation plan can be used independently of the Teacher Observation Tool (TOT).
- A secondary evaluator may assist with the implementation of a remediation plan, but the primary evaluator is responsible for all informal and formal observations as well as the Teacher Evaluation Summary (TES).
- A teacher has the right to receive one (1) additional formal observation upon the teacher's written request according to the timeline in this Teacher Evaluation Plan.

Glossary

- **Artifacts** – Materials that relate to or affect instruction, e.g., lesson plans, assessments, unit planning, study guides, worksheets, homework assignments, student work, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, emails, agendas, professional development presentations, portfolios, evidence of differentiation, student accommodations and modifications, other materials of a similar nature.
- **Association** – Daleville Federation of Teachers
- **Board** – School Board of Daleville Community Schools
- **Corporation** – Daleville Community Schools
- **Domain** – Any of the three (3) areas in the Teacher Observation Tool (TOT). They are:
  - Domain 1: Instructional Strategies;
  - Domain 2: Classroom Management; and
  - Domain 3: Professional Standards.
- **Formal Observation** – A classroom visit (lasting no less than 45 minutes) by the primary evaluator to view the instructional activities of the teacher.
- **Informal Observation** – A classroom visit (lasting no less than 15 minutes) by the primary evaluator to view the instructional activities of the teacher.
- **Informal Observation Feedback Form** – The feedback form used by the primary evaluator during the informal observation.
- **Local Assessments** – Teacher created assessments or corporation adopted assessments, e.g., Star Reading, NWEA, and other assessments of a similar nature.
- **Mentor** – Professional teacher who provides guidance to Probationary teacher(s) new to the corporation. The administrator will not assign more than two mentees per mentor.
- **Negative Impact** – Negative impact on student learning shall be defined as follows:
  (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
  (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.
- **Primary Evaluator** – The administrator who is responsible for conducting the Teacher Evaluation Plan for the assigned teacher.
- **Probationary Teacher** – A teacher who serves under contract for the Corporation for less than five (5) continuous years immediately prior to the current contract year and does not have three (3) summary performance levels of Effective or Highly Effective within that five (5) year period OR a Professional teacher who receives a performance level rating of Ineffective. This includes new teachers without experience, experienced teachers that are new to the Corporation, as well as teachers who receive a rating of Improvement Necessary or Ineffective.
- **Professional Teacher** – A teacher who serves under contract who receives three (3) summary performance levels of Effective or Highly Effective within the five (5) year period immediately

prior to the current contract year without receiving a rating of Ineffective during that same five (5) year period.

- **Remediation Plan** – An improvement plan of not more than 90 days in length developed jointly between the Primary Evaluator and the Teacher for the purpose of addressing specific deficiencies evidenced by the teacher.

- **A-F Accountability Grade** – The A-F grade assigned by the State Board of Education. The A-F grade will count for 5% of the Teacher Evaluation Summary (TES).

- **State Assessment** – State mandated assessment, e.g., ILEARN, ISTEP, IREAD, IAM, and other assessments of a similar nature.

- **Student Growth Component (SGC)** – The portion of the Teacher Evaluation Summary (TES) whereby Local and State Assessments are used to determine student growth. The SGC will count for 20% of the TES.

- **Summary Performance Levels (SPL)** – Any of the four (4) designations: Highly Effective, Effective, Improvement Necessary, and Ineffective as noted in the Teacher Evaluation Summary (TES).

- **Teacher** – All certified personnel employed by the Board under a Teacher's Contract except the Superintendent, Assistant Superintendent, Principals, Assistant Principals and Directors.

- **Teacher Evaluation Summary (TES)** – The document that determines a teacher's summary performance level.

- **Teaching Standard** – One of the specific skills/behaviors in a domain on the Teacher Observation Tool (TOT).

- **Teacher Observation Tool (TOT)** – The rating scale used by the primary evaluator during the formal observation.

Teacher Status Descriptions

Probationary Teachers

Faculty Included

- Teachers who have not received from the Corporation a Summary Performance Level rating.
- Teachers who have not received from the Corporation three (3) Summary Performance Level ratings of Effective or Highly Effective during the five (5) contracted years preceding the current contract.
- Teachers who receive from the Corporation a Summary Performance Level (TES) rating of Ineffective any time during the five (5) contracted years preceding the current contract.

All teachers new to the corporation will be assigned a mentor to guide them through the orientation process into Daleville Community Schools. The mentor will be appointed by the building administrator.

Evaluation Process

- Probationary Teachers will receive one (1) formal and one (1) informal observation each semester. See Probationary Teacher Evaluation Timeline for details.

  - Probationary Teachers who receive a rating of Improvement Necessary or Ineffective on the TOT will also be placed on a Remediation Plan in addition to the regular Evaluation Process.

Remediation Plan

- Probationary Teachers who receive a rating of Improvement Necessary or Ineffective on the TOT will be placed on a Remediation Plan designed to correct the deficiencies outlined in the TOT. The Primary Evaluator and the Teacher shall cooperatively develop a written Remediation Plan of not more than 90 school days in length. The Plan may incorporate the use of license renewal credits and/or PGP activities. The Primary Evaluator retains final authority over the components in the Remediation Plan.

Conference with the Superintendent

- Any Teacher who receives a rating of Ineffective or Improvement Necessary on the TOT may request a private meeting with the Superintendent. This request must be made in writing and arrive in the Superintendent's Office not later than five days after receiving notice of the rating. The Teacher may be afforded Association representation if he/she chooses during this meeting.

Professional Teachers

Faculty Included

- o Teachers who have completed five (5) contracted years with the Corporation without receiving a rating of Ineffective during that same period.
- o Teachers who have received from the Corporation three (3) Summary Performance Level ratings of Effective or Highly Effective during the five (5) contracted years preceding the current contract without receiving a rating of Ineffective during that same period.

Evaluation Process

- o Professional Teachers will receive one (1) formal and one (1) informal observation each year. See Professional Teacher Evaluation Timeline for details.

  - ▪ Professional Teachers who receive a rating of Improvement Necessary or Ineffective on the TOT will also be placed on a Remediation Plan in addition to the regular Evaluation Process.
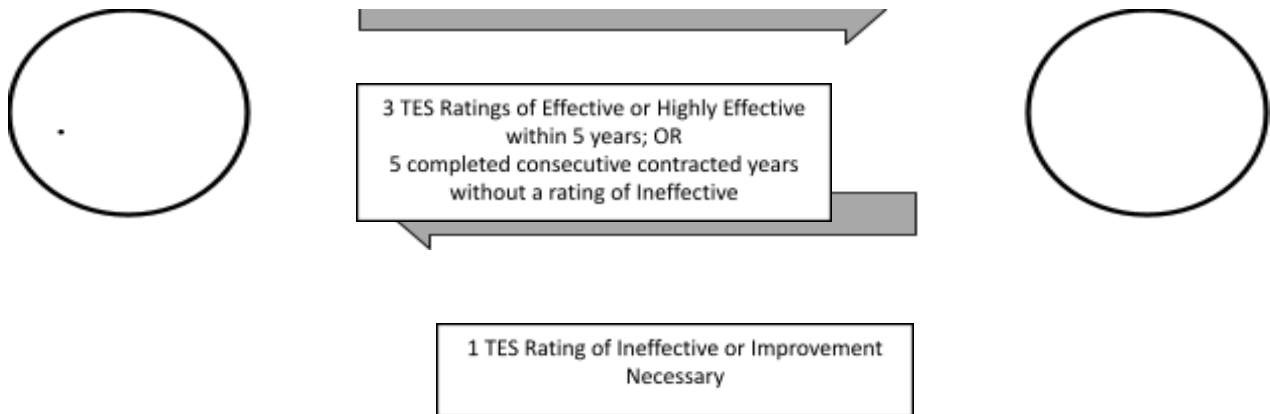
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Conference with the Superintendent

- o Any Teacher who receives a rating of Ineffective or Improvement Necessary on the TOT may request a private meeting with the Superintendent. This request must be made in writing and arrive in the Superintendent's Office not later than five days after receiving notice of the rating. The Teacher may be afforded Association representation if he/she chooses during this meeting.

Teacher Status Flow Chart

3 TES Ratings of Effective or Highly Effective within 5 years; OR
5 completed consecutive contracted years without a rating of Ineffective

1 TES Rating of Ineffective or Improvement Necessary

Probationary Teacher Evaluation Timeline (Per Semester)

Establishment of Professional Goal(s)
- o Teacher will identify professional goal(s) on the Informal Observation Feedback Form and turn it in to their Primary Evaluator within the first two (2) weeks of Quarter 1

Pre-Observation Conference
- o Participants: Primary Evaluator and Teacher
- o Timeline: Within Quarters 1 & 3 and prior to any Informal or Formal observations
- o Details:
  - ▪ The TOT Pre/Post Observation Conference Form will guide the conference
  - ▪ Review of the Teacher Evaluation Tool (TOT)
  - ▪ Review and approval of the Student Growth Component (SGC) Form
  - ▪ Discussion of the Informal Observation
  - ▪ Schedule the first Formal Observation and the first post-observation conference

Informal Observation
- o Participants: Primary Evaluator and Teacher
- o Timeline: Must precede the Formal Observation by at least 30 days
- o Details:
  - ▪ Observation consists of a minimum of 15 minutes
  - ▪ Observation may be scheduled or unscheduled
  - ▪ Evaluator will use the Informal Observation Feedback form (FOF)
  - ▪ Teacher is to receive the FOF form within 5 school days after the observation
  - ▪ Teacher may request a post-observation conference

Formal Observation
- o Participants: Primary Evaluator and Teacher
- o Timeline: At least 30 days after the Informal Observation and prior to the end of each semester
- o Details:
  - ▪ Observation consists of a minimum of 45 minutes
  - ▪ Observation is not to be unscheduled unless Teacher requests
  - ▪ Evaluator will use the Teacher Observation Tool (TOT)

Post-Observation Conference
- o Participants: Primary Evaluator and Teacher
- o Timeline: Must be completed within 5 school days after the Formal Observation
- o Details:
  - ▪ Review and sign the completed TOT
  - ▪ Notification if additional observation or evidence Is needed
  - ▪ If needed, schedule second pre-conference for additional formal observation
  - ▪ Schedule Year-End Conference (only during Semester 2 Post-Observation Conf.)

Year-End Conference (Semester 2 Only)
- o Participants: Primary Evaluator and Teacher
- o Timeline: Must be completed no later than the end-of-year teacher work day
- o Details:
  - ▪ Review and sign the completed TET
  - ▪ Discussion of the completed SGC Form and suggestions for next year (State assessment data may not be available)
  - ▪ Discussion of future assignments/status of employee

Professional Teacher Evaluation Timeline (Per Year)

Establishment of Professional Goal(s)
- o Teacher will identify professional goal(s) on the Informal Observation Feedback Form and turn it in to their Primary Evaluator within the first two (2) weeks of Quarter 1

Pre-Observation Conference
- o Participants: Primary Evaluator and Teacher
- o Timeline: Within Quarters 1 or 3 and prior to any Informal or Formal observations
- o Details:
  - The TOT Pre/Post Observation Conference Form will guide the conference
  - Review of the Teacher Evaluation Tool (TOT)
  - Review and approval of the Student Growth Component (SGC) Form
  - Discussion of the Informal Observation
  - Schedule the first Formal Observation and the first post-observation conference

Informal Observation
- o Participants: Primary Evaluator and Teacher
- o Timeline: Must precede the Formal Observation by at least 30 days
- o Details:
  - Observation consists of a minimum of 15 minutes
  - Observation may be scheduled or unscheduled
  - Evaluator will use the Informal Observation Feedback form (FOF)
  - Teacher is to receive the FOF form within 5 school days after the observation
  - Teacher may request a post-observation conference

Formal Observation
- o Participants: Primary Evaluator and Teacher
- o Timeline: At least 30 days after the Informal Observation and prior to the end of the chosen semester
- o Details:
  - Observation consists of a minimum of 45 minutes
  - Observation is not to be unscheduled unless Teacher requests
  - Evaluator will use the Teacher Observation Tool (TOT)

Post-Observation Conference
- o Participants: Primary Evaluator and Teacher
- o Timeline: Must be completed within 5 school days of the Formal Observation
- o Details:
  - Review and sign the completed TOT
  - Notification if additional observation or evidence Is needed
  - If needed, schedule second pre-conference for additional formal observation
  - Schedule Year-End Conference

Year-End Conference
- o Participants: Primary Evaluator and Teacher
- o Timeline: Must be completed no later than the end-of-year teacher work day.
- o Details:
    - ▪ Review and sign the completed TET
    - ▪ Discussion of the completed SGC Form and suggestions for next year (State assessment data may not be available)
    - ▪ Discussion of future assignments/status of employee

Student Growth Component (SGC)

Student growth will be assessed using Local Assessments (LA) and/or State Assessments (SA). The Student Growth Component (SGC) of the TES will comprise 20% of a teacher's overall rating. A teacher will receive a rating of 1-4 for the SGC. The SGC Form will be used to document the teacher's performance in the component.

Local Assessments

Teacher created assessments or corporation adopted assessments, e.g., Star Reading, NWEA, and other assessments of a similar nature. For applicable content area/grade-levels Local Assessment data will be included in the Teacher Evaluation Summary (TES) score.

- The Local Assessment will include a designated group of at least ten (10) students that is established by the Teacher and the Primary Evaluator.
- The Local Assessment must measure growth within the designated student group.
- The Local Assessment must align with content area standards.
- The Local Assessment must contain quantifiable data.
- Local Assessments will be used for grade levels/content areas which do not have State Assessments.
- Local Assessments may be used in conjunction with State Assessments but must contribute less than half of the SGC score.
- The Teacher and Primary Evaluator will determine the levels of student achievement that correlate with the Teacher's SGC 1-4 rating.

State Assessments

State mandated assessment, e.g., ISTEP, ILEARN, IAM, IREAD, and other assessments of a similar nature.

- State Assessments must represent the majority of the TES Student Growth Component.
- If Local Assessments are included in the SGC, State Assessments must represent more than half of the SGC score.
- Unless provided by the State, the Teacher and Primary Evaluator will determine the levels of student achievement that correlate with the Teacher's SGC 1-4 rating.

Negative Impact on Student Learning

In accordance with IC 20-28-11.5-4(c)(6), Teachers found to have a negative impact on student achievement and growth are not eligible for a rating of Highly Effective or Effective on their final rating. A Teacher found to have a negative impact on student learning must receive a final rating of either Improvement Necessary or Ineffective.

Negative Impact Where State Assessments are Used
Negative impact on student learning, as measured by student performance on State Assessments (SA), is characterized by a significant decrease in student achievement and notably low levels of student growth. The Department will calculate negative impact for Teachers with Indiana Growth Model data. The determination of negative impact is based on two key variables:
- Mean Scale Score – Scale scores for all students assigned to a Teacher will be averaged and then compared to the same variable from the previous year. In order for a Teacher to be identified as negatively impacting student learning, the mean scale score must drop by 15 or more scale points from one year to the next.
- Median Student Growth Percentile – The median student growth percentile of all students assigned to a Teacher will be measured. In order for a Teacher to be identified as negatively impacting student learning, the median student growth percentile must be 15 or less.

Negative Impact Where Local Assessments are Used
Negative impact on student learning, as measured by student performance on Local Assessments (LA), is characterized by a significant decrease in student achievement and notably low levels of student growth. The determination of negative impact is based on three key variables:
- Academic Standards – the Local Assessment (LA) must measure the subject or content standards the Teacher is responsible for teaching.
- Demonstration of a Lack of Mastery or Regression – the degree to which students will master the standards, and the method by which this mastery will be demonstrated and measured.
- Significant Number of Students – the pool of students from which the performance is determined must not be less than ten (10).
- FORMULA: If the Teacher receives a rating of Unsatisfactory (1) on Domain 1 of the TOT AND Ineffective (1) on the SGC THEN negative impact has been determined.

For each Negative Impact scenario (SA or LA), the formula includes two (2) variables that must be met in order for the Teacher to be identified as negatively impacting student learning.

No student will receive instruction in two or more consecutive years by a teacher rated as ineffective, if it can be avoided. This assurance will be part of the process of annual student scheduling and teacher assignment. Each building principal is responsible for this assurance. In the event where it is unavoidable that a student is instructed in consecutive years by a teacher rated as ineffective during each of those years, the building principal will inform the parent of the student(s) in writing.

TEACHER EVALUATION PLAN

FORMS

2022-2023

Informal Observation Feedback Form

Teacher: _____   School: _____

Grade or Subject: _____   Date: _____

Administrator: _____

1. Teacher Identified Professional Goal(s):

2. Strengths:

3. Areas for growth:

4. Growth indicators:

5. Suggestions:

_____   _____
Teacher's Signature/Date   Administrator's Signature/Date

Administrator's/Teacher's Comments:

Teacher Observation Tool (TOT)

Summary

Rating Scale Terms

		4 Exemplary	3 Proficient	2 Improvement Necessary	1 Unsatisfactory
	Not Applicable				
Definition	Does not apply to the situation or lesson. A marking in this category will not be used to calculate the domain score.	Exceeds expectations	Meets expectations	Room for growth	Fails to meet expectations

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TOT Score Sheet

Step 1: Insert Points Earned in Each Domain

Domain 1 Total Score: _____ x 100 = _____

Domain 2 Total Score: _____ x 100 = _____

Domain 3 Total Score: _____ x 100 = _____

Points Total: _____ out of 100

Step 2: Divide Total Points by 25

Points Total _____ ÷ 25 = _____ Total TOT Score

Round to the nearest hundredth

Teacher Observation Tool (TOT)

Domain 1: Instructional Strategies

	N/A	4 Exemplary	3 Proficient	2 Improvement Necessary	1 Unsatisfactory
1.1 Aligns instructional plans with academic standards					
1.2 Prepares lesson materials in advance					
1.3 Communicates purpose of the lesson					
1.4 Presents lesson in an age appropriate manner					
1.5 Implements accommodations and modifications as stated on IEPs					
1.6 Connects concepts/skills to prior knowledge					
1.7 Provides relevant examples to facilitate understanding of concepts/skills					
1.8 Utilizes a variety of questioning strategies					
1.9 Demonstrates efficient use of instructional time					
1.10 Monitors student performance utilizing a variety of assessments					
1.11 Provides feedback to encourage student growth					
1.12 Reinforces concepts/skills to conclude lesson					

Domain 1 Score _____ ÷ _____ x 0.5 = _____

Points Earned   Points Possible   Total Score

Comments: _____

_____

_____

_____

_____

_____

Teacher Observation Tool (TOT)

Domain 2: Classroom Management

	N/A	4 Exemplary	3 Proficient	2 Improvement Necessary	1 Unsatisfactory
2.1 Creates a safe and positive classroom culture					
2.2 Maintains organized materials and resources					
2.3 Establishes classroom procedures and routines					
2.4 Implements high expectations for student achievement and conduct					
2.5 Monitors student behavior and intervenes when necessary					
2.6 Implements a classroom behavior plan					
2.7 Maximizes time on task					
2.8 Treats all students in a fair and equitable manner					

Domain 2 Score _____ ÷ _____ x 0.4 = _____
Points Earned   Points Possible   Total Score

Comments: _____

_____

_____

_____

_____

_____

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_____

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_____

Teacher Observation Tool (TOT)

Domain 3: Professional Standards

	N/A	4 Exemplary	3 Proficient	2 Improvement Necessary	1 Unsatisfactory
3.1 Adheres to established laws, policies, rules, and regulations					
3.2 Carries out non-instructional duties as assigned					
3.3 Interacts effectively with students, co-workers, parents, and community					
3.4 Communicates and/or collaborates to support student learning					
3.5 Maintains accurate records to document student performance					
3.6 Maintains lesson plans to facilitate instruction					
3.7 Demonstrates knowledge of content area					
3.8 Models effective use of language					
3.9 Grows and develops professionally					

Domain 3 Score _____ ÷ _____ x 0.1 = _____

Points Earned   Points Possible   Total Score

Comments: _____

_____

_____

_____

_____

_____

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_____

Teacher Observation Tool (TOT)
Pre/Post Observation Conference Form

Primary Evaluator: _____

Teacher: _____ Indicate observation: First Second

Teacher Status: Probationary Professional

Pre-Observation Conference Checklist Date: _____	Evaluator's Initials	Teacher's Initials
Review of the Teacher Evaluation Tool (TOT)	_____	_____
Review and approval of the Student Growth Component (SGC) Form	_____	_____
Discussion of the Informal Observation	_____	_____
Schedule the first Formal Observation and the first Post-Observation Conference	_____	_____
Schedule the first Post-Observation Conference	_____	_____
Additional information, questions, or comments	_____	_____

Post-Observation Conference Checklist Date: _____	Evaluator's Initials	Teacher's Initials
Review and sign the completed TOT	_____	_____
Teacher may attach written reflection/comments to TOT, if preferred	_____	_____
Notification and schedule of additional pre-observation conference if needed	_____	_____
Remediation Plan Form completed, if necessary	_____	_____
Suggestions for next year's Student Growth Component (SGC)	_____	_____
Additional information, questions, or comments	_____	_____
Schedule Year-End Conference (only during 2nd semester POC)	_____	_____

Teacher Observation Tool (TOT)

Remediation Plan
Attach additional pages as necessary

Teacher: _____ School: _____

Grade or Subject: _____ Date: _____

Administrator: _____

Procedures:

1. Identification of the area(s) of concern, problem incident(s), and/or situation(s):

2. Plan of action, resources, and assistance to be provided to remedy the incident(s) and/or situation(s), including time line:

3. Date to review progress toward plan of action: _____
    No longer than 90 school days after the determinant evaluation conference

4. List indicators of success:

_____   _____
Teacher's Signature/Date   Administrator's Signature/Date

Administrator's/Teacher's Comments:

Student Growth Component Form (SGC)

Teacher Name: _____ Content Area: _____

Percent of Student Growth Component (SGC):
(one form for each assessment contributing to the SGC score) _____ Date: _____

Teachers may attach pertinent documents, as needed.

1. **Standard(s)** What standards will the assessment measure?	
2. **Student Population** Which students will be included in the assessment? Include course and number of students.	
3. **Assessment(s)** What assessment(s) will be used to measure student growth?	
4. **Interval of Instruction** What is the duration of instruction that the assessment will measure? Provide approximate start and end dates.	
5. **Baseline Data** What is the students' level of preparedness before instruction? (e.g. % pass, class average %, etc)	

	4 Highly Effective (criteria below)	3 Effective (criteria below)	2 Improvement Necessary (criteria below)	1 Ineffective (criteria below)
6. **Student Achievement Levels** What achievement levels are students expected to reach?				
Evaluator's signature indicates approval of items #1-6. _____ Date _____				

	4 Highly Effective (results below)	3 Effective (results below)	2 Improvement Necessary (results below)	1 Ineffective (results below)
7. **Post-Assessment Data** What are the post-assessment results?				

Indicate rating for SGC: _____

Evaluator's initials: _____

Teacher's initials: _____

Teacher Evaluation Summary (TES)

Year-End Conference Form

Primary Evaluator: _____

Teacher: _____ School Year: _____

Teacher Status: Probationary   Professional

TES Components

(Average score of formal assessments) TOT Score _____ x 0.75 = _____

SGC (State/Local Assessments) _____ x 0.20 = _____

A-F Accountability Grade _____ x 0.05 = _____

Subtotal _____

Deduction for negative impact if applicable (minimum of 1 point) _____

(Round to the nearest tenth) TES Overall Rating

Indicate Summary Performance Level

Highly Effective (3.5 - 4)	Effective (2.8 - 3.4)	Improvement Necessary (2.0 - 2.7)	Ineffective (0.0 - 1.9)

For the next school year, I recommend this teacher for:

_____ Renewal   _____ Non-renewal   _____ Assistance Plan for Improvement Necessary   _____ Assistance Plan for Ineffective

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Signature may not necessarily reflect agreement, but does reflect awareness of the report. The teacher shall have an opportunity to attach a written reflection of any statements contained in this document.

TEACHER EVALUATION PLAN

APPENDIX

2022-2023

Appendix: Mentor Responsibilities

A mentor's duties will include:
- The mentor will assist the mentee using the Mentor Checklist for the beginning and end of the school year.
- The mentor will confer with the mentee using a bi-weekly schedule.
- For the purpose of professional growth, the mentor will conduct at least one informal observation of the mentee each semester.
- Feedback from the informal observation will be provided at the next conference on the bi-weekly schedule.
- A mentor's comments and feedback will not influence a mentee's Teacher Evaluation Summary (TES) rating.

Elementary School Mentor Checklist
Semester 1

Mentor: _____   Mentee: _____

Review Building Procedures	Review Classroom Procedures	Other	Bi-Weekly Meeting Log
AME HelpDesk Attendance Building tour Confidentiality Convo procedures	Academic standards Accelerated Reader (AR) Advisory rep Bulletin boards/Displays Chromebooks	Schedule informal observation Date/Time:	Date: Notes:
Custodial needs Duties Early release Emergency Drills Extracurricular Faculty lunch procedures Faculty meetings	Classroom assessment Classroom rules Communication Curriculum End of day clean up Field Trips Google Suite	Tentatively schedule bi-weekly meetings Keep a log of bi-weekly meetings Using column to the right	Date: Notes
Faculty restrooms Feedback (student) Feedback (timeliness)	Grades/Grading Scale Hallway procedures Homework		Date: Notes:
Financial procedures Health alerts Keys/Locks Library/Media	IEPs/504s/ILPs Lesson plans Management plan Newsletters		Date: Notes
Licensure Lounge IssueTrak Lunch count Network security/Passwords	Parent/Teacher Conferences Parties/treats/holidays PowerSchool Presentation equipment Recess		Date: Notes:
Nurse visits Office visits Online training (SafeSchools) Phones	Restroom procedures Separation of Church and State State/Local assessments Storage		Date: Notes
Printers/Copiers/Fax Procedures for Related Arts Professional development	Student discipline Substitute plans Success time		Date: Notes:
Purchasing procedures Schedules Scheduling special events Sick/Personal/Professional days	Supervision Time management Time on task Unified Classroom		Date: Notes
Sign-in/Sign-out procedures Social media interaction Staff handbook Supply budget Teacher contract/Evaluation			Date: Notes
Teacher supplies Teacher work rooms Transitions Visitors Weather delays/Notification			

Elementary School Mentor Checklist
Semester 2

Mentor: _____   Mentee: _____

Review Building Procedures	Review Classroom Procedures	Other	Bi-Weekly Meeting Log
Class lists Extracurricular Flex days Inventory Make-up days Retention procedures Summer access Year-end procedures Year-end schedule	Analyzing data Differentiation Formative assessments Guided practice High expectations Instructional interventions Monitoring learning Optimal learning climate Positive relationships Teacher self-reflection State assessments	Schedule informal observation Date/Time:	Date: Notes:
		Tentatively schedule bi-weekly meetings Keep a log of bi-weekly meetings Using column to the right	Date: Notes
			Date: Notes:
			Date: Notes
			Date: Notes:
			Date: Notes
			Date: Notes
			Date: Notes
			Date: Notes

Junior/Senior High School Mentor Checklist
Semester 1

Mentor: _____   Mentee: _____

Review Building Procedures	Review Classroom Procedures	Other	Bi-Weekly Meeting Log
AME HelpDesk Attendance Building tour Confidentiality Convo procedures Custodial needs Duties Early release Emergency Drills Extracurricular Faculty lunch procedures Faculty meetings Faculty restrooms Feedback (student) Feedback (timeliness) Financial procedures Guidance visits Health alerts Keys/Locks Library/Media Licensure Lounge IssueTrak Network security/Passwords Nurse visits Office visits Online training (SafeSchools) Passing periods Phones Printers/Copiers/Fax Professional development Purchasing procedures Schedules Scheduling special events Sick/Personal/Professional days Sign-in/Sign-out procedures Social media interaction Staff handbook Supply budget Teacher contract/Evaluation Teacher supplies Teacher work rooms Transitions Visitors Weather delays/Notification	Academic standards Accelerated Reader (AR) Advisory rep Bulletin boards/Displays Chromebooks Classroom assessment Classroom rules Communication Computer labs Curriculum End of day clean up Field Trips Google Suite Grades/Grading Scale Hallway procedures Homework IEPs/504s/ILP's Lesson plans Locker passes Management plan Newsletters Parent/Teacher Conferences Parties/treats/holidays PowerSchool Presentation equipment Restroom procedures Separation of Church and State State/Local assessments Storage Student aides Student discipline Substitute plans Success time Supervision Time management Time on task Unified Classroom	Schedule informal observation Date/Time: Tentatively schedule bi-weekly meetings Keep a log of bi-weekly meetings Using column to the right	Date: Notes: Date: Notes Date: Notes: Date: Notes Date: Notes: Date: Notes Date: Notes: Date: Notes Date: Notes

Junior/Senior High School Mentor Checklist
Semester 2

Mentor: _____   Mentee: _____

Review Building Procedures	Review Classroom Procedures	Other	Bi-Weekly Meeting Log
Extracurricular Final exams Flex days Inventory Make-up days Summer access Year-end procedures Year-end schedule	Analyzing data Differentiation Formative assessments Guided practice High expectations Instructional interventions Monitoring learning Optimal learning climate Positive relationships Teacher self-reflection State assessments	Schedule informal observation Date/Time:	Date: Notes:
		Tentatively schedule bi-weekly meetings Keep a log of bi-weekly meetings Using column to the right	Date: Notes
			Date: Notes:
			Date: Notes
			Date: Notes:
			Date: Notes
			Date: Notes:
			Date: Notes
			Date: Notes

EVALUATION PLAN

DIRECTOR OF GUIDANCE

2022-2023

DIRECTOR OF GUIDANCE EVALUATION PLAN

Mission Statement

In an atmosphere of mutual support, the Daleville Community School Corporation, administration, and the Director of Guidance, will work collaboratively to assess and improve counseling and guidance competencies.

Philosophy

We believe that the Guidance Evaluation Plan (GEP) should:
- Assist principals in their efforts to increase school counselor effectiveness.
- Define and prioritize the actions needed to achieve gains in student achievement as well as in personal, social, and career development.
- Provide the foundation for accurately assessing effectiveness along the four domains.

General Provisions

- Director of Guidance will be evaluated annually on the performance of assigned duties.
- Director of Guidance will be assigned one administrator to be the primary evaluator.
- Primary evaluators have received training in the DCS Teacher Evaluation Process with emphasis on differentiating observed skill levels during observations.
- Artifacts may be considered as part of the Guidance Evaluation Plan.
- Director of Guidance has the right to submit a written reflection statement to be attached to any written evaluation document at any time during the evaluation process.

Director of Guidance Evaluation Plan

Daleville Community Schools has adapted the Indiana School Counselor Association Rubric for its evaluation tool to be utilized in the annual professional evaluation of its Director of Guidance. In addition to the rubric, the Director of Guidance will also be evaluated with consideration to student learning measures as indicated by the A-F Letter Grade for Daleville Junior-Senior High School and performance on two (2) administrative goals.

Evaluator

The evaluator of the Director of Guidance will be the principal of Daleville Junior Senior High School.

Use of Observation

The evaluator will document two (2) observations of the director of guidance in the performance of some aspect of his/her duties in reference to performance indicators in the evaluation rubric and will solicit documentation for the rubric performance indicators from the Director of Guidance.

Director of Guidance Evaluation Plan Components

Guidance Effectiveness Rubric

A-F Accountability Grade

Administrative Goals
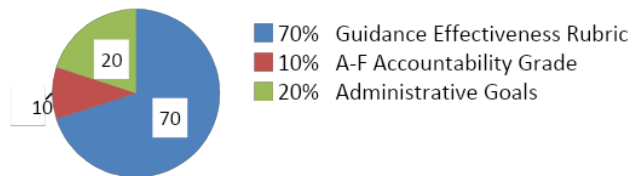
70% Guidance Effectiveness Rubric
10% A-F Accountability Grade
20% Administrative Goals

Administrative Goals

Administrative goals are objective targets related to the performance of the guidance department. The Director of Guidance and the evaluator will collaboratively establish two (2) administrative goals during the Initial Conference. Each goal must be measureable and oriented toward student learning measures, growth or improvement, or achievement. Goals may focus on a school or on the district and may be based on whole school/district or subgroup populations.

Administrative goals will collectively account for 20% of the final GEP score.

Scoring

Condition	Score
Exceeds both goals	4
Meets both goals, may exceed one	3
Meets only one goal	2
Meets neither goal	1

Guidance Effectiveness Rubric

The Guidance Effectiveness Rubric (GER) is designed to assist administrators in their efforts to increase guidance counselor effectiveness. In order to provide clear expectations, the rubric defines and prioritizes the actions that the Director of Guidance should use to achieve gains in student achievement, and in personal, social, and career development.

To support a fair and transparent evaluation of effectiveness, the rubric provides the foundation for

accurately assessing effectiveness along four domains: Academic Achievement, Student Assistance Services, Career Development, and Professional Leadership.

The Guidance Effectiveness Rubric will account for 70% of the final GEP score.

Scoring

Domain	Maximum Score
Academic Achievement	24
Student Assistance Services	16
Career Development	16
Professional Leadership	24
Total Possible	80

A-F Accountability Grade

The A-F Accountability Grade is calculated by the Indiana Department of Education and officially assigned by the State Board of Education. Schools and Corporations are assigned the grade using the Indiana Student Centered Accountability Model.

The A-F Accountability Grade will account for 10% of the final GER score.

Scoring

A-F Accountability Grade	Score
A	4
B	3
C	2
D or F	1

Guidance Evaluation Plan Summary Calculation

	Score	Formula 1		Formula 2	
Guidance Effectiveness Rubric		÷ 20 =		x 0.7 =	
Administrative Goals		÷ 1 =		x 0.2 =	
A-F Accountability Grade		÷ 1 =		x 0.1 =	
		Round total to lowest tenth		Total	

Guidance Evaluation Plan Summary Rating

Rating	Score
Highly Effective	3.6 – 4.0
Effective	3.0 – 3.5
Improvement Necessary	2.0 – 2.9
Ineffective	0.0 – 1.9

Director of Guidance Evaluation Timeline (Per Year)

Initial Conference
- o Participants: Primary Evaluator and Director of Guidance
- o Timeline: Within the first 30 days of school
- o Details:

  - Discussion of the Guidance Evaluation Plan

  - Assignment of the Guidance Effectiveness Rubric (GER) to be completed in a self-reflective manner indicating the level of performance in each domain prior to the Self-Evaluation Conference

  - Assignment of two (2) administrative goals

Self-Evaluation Conference
- o Participants: Primary Evaluator and Director of Guidance
- o Timeline: Prior to the end of Quarter 1
- o Details:

  - Director of Guidance and Principal Evaluator will discuss the completed self-reflective Guidance Evaluation Rubric

  - Principle Evaluator will specify focus areas and delineate criteria

Year-End Conference
- o Participants: Primary Evaluator and Director of Guidance
- o Timeline: During Quarter 4
- o Details:

  - Director of Guidance will complete the Guidance Evaluation Tool in a self-reflective manner indicating the level of performance in each domain and submit the completed form to the Primary Evaluator at least five (5) days prior to the Year-End Conference. Artifacts may be attached.

  - Primary Evaluator will review both Self-Evaluation GETs, along with any artifacts, to complete the summative GET.

  - Review and sign the summative GET

  - Discussion of future assignments/status of employee

GUIDANCE EVALUATION PLAN

FORMS

2022-2023

Administrative Goals

Administrative goals are objective targets related to the performance of the guidance department. Each goal must be measureable and oriented toward student learning measures, growth or improvement, or achievement. Goals may focus on a school or on the district and may be based on whole school/district or subgroup populations.

Administrative goals are to be agreed upon during the initial conference.

Goal #1

_____

_____

_____

_____

_____

Goal #2

_____

_____

_____

_____

_____

(4)	(3)	(2)	(1)
Exceeds both goals	Meets both goals, may exceed one	Meets only one goal	Meets neither goal

Administrator Signature _____   Date _____

Employee Signature _____   Date _____

Signature may not necessarily reflect agreement, but does reflect awareness of the report. The employee shall have an opportunity to attach a written reflection of any statements contained in this document.

Guidance Evaluation Rubric
Domain 1: Academic Achievement

School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Domain 1 Indicator	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
1.1 The school counselor utilizes data to monitor student achievement and collaborates with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2 The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, reads professional journals, etc.) and incorporates new knowledge in daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.	
1.3 The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	
1.4 The school counselor engages all students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	
1.5 The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	
1.6 The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	
				Domain 1 Total	

Guidance Evaluation Rubric
Domain 2: Student Assistance Services

School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Domain 2 Indicator	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
2.1 The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	
2.2 The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	
2.3 The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	
2.4 The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	
				Domain 2 Total	

Guidance Evaluation Rubric
Domain 3: Career Development

School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Domain 3 Indicator	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
3.1 The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	
3.2 The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	
3.3 The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	
3.4 The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	
				Domain 3 Total	

Guidance Evaluation Rubric
Domain 4: Leadership Level of Performance

School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program.

Domain 4 Indicator	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
4.1 The school counselor establishes professional goals and pursues opportunities to grow professionally.	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The school counselor establishes professional goals and pursues opportunities to grow professionally.	
4.2 The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	
4.3 The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	
4.4 The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	
4.5 The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	
4.6 The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	
				Domain 4 Total	

Guidance Evaluation Rubric
Narrative

Strengths

_____

_____

_____

_____

_____

_____

_____

_____

Specific Growth Areas

_____

_____

_____

_____

_____

_____

_____

_____

_____

Administrator Signature _____   Date _____

Employee Signature _____   Date _____

Signature may not necessarily reflect agreement, but does reflect awareness of the report. The employee shall have an opportunity to attach a written reflection of any statements contained in this document.

Guidance Evaluation Summary (GES)
Year-End Conference Form

Primary Evaluator: _____

Director of Guidance: _____   School Year: _____

GES Components

	Max Score	Obtained Score		Max Score	Obtained Score
Academic Achievement	24	_____	Administrative Goals	4	
Student Assistance Services	16	_____			
Career Development	16	_____	A-F Accountability Grade	4	
Professional Leadership	24	_____			
GE Rubric Score (total)					

GES Calculations

	Score	Formula 1		Formula 2	
GE Rubric	_____	÷ 20 =	_____	x 0.7 =	_____
Admin Goals	_____	÷ 1 =	_____	x 0.2 =	_____
A-F Grade	_____	÷ 1 =	_____	x 0.1 =	_____
			Round to lowest tenth	Total	

Summary Performance Level

Highly Effective (3.6 - 4)	Effective (3.0 - 3.5)	Improvement Necessary (2.0 - 2.9)	Ineffective (0.0 - 1.9)

For the next school year, I recommend this employee for:

_____ Renewal   _____ Non-renewal   _____ Assistance Plan

Employee's Signature: _____   Date: _____

Evaluator's Signature: _____   Date: _____

Signature may not necessarily reflect agreement, but does reflect awareness of the report. The employee shall have an opportunity to attach a written reflection of any statements contained in this document.

EVALUATION PLAN

PRINCIPAL & ASSISTANT PRINCIPAL

2022-2023

PRINCIPAL & ASSISTANT PRINCIPAL EVALUATION PLAN

Mission Statement

A meaningful principal evaluation system reflects a set of core convictions about leadership. While individual teachers have the most significant impact on the students they serve, the school leadership plays a critical role in boosting teacher effectiveness and teacher satisfaction. Furthermore, research clearly points to principals as having a significant, independent effect on student learning.

Philosophy

The principal's role is a highly complex one. This evaluation system relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a principal's performance. All principals will be evaluated on two major components:

1. **Professional Practice** – Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Indiana Principal Effectiveness Rubric. All principals will be evaluated in the domains of Teacher Effectiveness and Leadership Actions.
2. **Student Learning** – A principal's contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including the A-F Accountability Model as well as progress towards specific Administrative Student Learning Objectives (SLOs) using state-, corporation-, or school-wide assessments.

Principal Evaluation Summary (PES) Components

Principal Effectiveness Rubric (PER)

Principal SLO's

A-F Accountability Grade
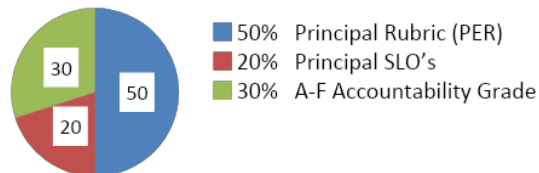
For principals, Professional Practice (50%) and Student Learning (50%) are equally weighted, a recognition that effective practice and strong student learning results are both essential features of successful leadership.

Within the student learning portion, the A-F Accountability Grade (30%) is weighted more heavily than the Principal's Student Learning Objective Portion, a recognition of the principal's central responsibility in driving higher levels of student achievement school-wide.

To arrive at a comprehensive effectiveness rating, the individual scores on the Principal Effectiveness Rubric, A-F Accountability Grade, and Administrative Student Learning Objectives and multiplied by their respective weights and summed.

General Provisions

- Principals and assistant principals will be evaluated annually in the performance of their assigned duties.
- Principals will be assigned one central office administrator to be their primary evaluator.
- Primary evaluators have received training in the DCS Teacher Evaluation Process with emphasis on differentiating observed skill levels during observations.
- Assistant principals will be evaluated by their building principal.
- Principals and assistant principals will receive one (1) informal and one (1) formal observation in a school year as long as they stay in the Effective or Highly Effective categories. The observations will take place according to the timeline in this Principal & Assistant Principal Evaluation Plan.
- Principals and assistant principals have the right to submit a written reflection statement to be attached to any written evaluation document at any time during the evaluation process.
- Artifacts may be considered as part of the Principal & Assistant Principal Evaluation Summary (PES).
- A remediation plan can be used independently of the Principal Observation Tool (POT).

Domain Descriptors

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.

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 school wide culture of achievement aligned to the school's vision of success for every student.

Glossary

- **A-F Accountability Grade** – The A-F grade assigned by the State Board of Education. The A-F grade will count for 30% of the Principal & Assistant Principal Evaluation Summary (PES).
- **Achievement** – Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.
- **Beginning-of-Year Conference** – A conference in the fall during which a principal and evaluator discuss the principal's prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the "Summative Conference" as well.
- **Board** – School Board of Daleville Community Schools
- **Competency** – There are six competencies, or skills of an effective principal, in the Indiana Principal Effectiveness Rubric. These competencies are split between the two domains. Each competency has a list of observable indicators for evaluators to look for during an observation.
- **Corporation** – Daleville Community Schools
- **Domain** – There are two domains, or broad areas of focus, included in the Indiana Principal Effectiveness Rubric: Teacher Effectiveness and Leadership Actions. Under each domain, competencies describe the essential skills of effective leadership practice.
- **End-of-Year Conference** – A conference in the spring during which the principal and evaluator discuss the principal's performance on the Principal Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference" as well.
- **Evaluator** – The person responsible for evaluating a principal. Along with other evaluator-related responsibilities, the evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Principals' supervisors serve as evaluators.
- **Formal Observation** – An announced visit to a school to observe principal practice of a minimum of 30 minutes. Formal observations are accompanied by mandatory post-conferences including written feedback within five school days of the observation. Evaluators should also undertake indirect observations to assess the systems that principals have put in place.
- **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.
- **Indicator** – These are observable pieces of information for evaluators to look for during an observation. Indicators are listed for each performance area in each sub-competency in the Principal Effectiveness Rubric.
- **Informal Observation** – An unannounced visit to a school to observe principal practice of a minimum of 30 minutes. Informal observations are accompanied by mandatory post-observation written feedback within five school days of the observation. Evaluators should also undertake indirect observations to assess the systems that principals have put in place.
- **Informal Observation Feedback Form** – The feedback form used by the evaluator during the informal observation.
- **Mid-Year Conference** – An optional conference in the middle of the year in which the evaluator and principal meet to discuss performance thus far.
- **Post-Conference** – A mandatory conference that takes place after a required observation during which the evaluator provides rubric-aligned feedback to the principal.

- **Professional Development Goals** – These goals, identified through self-assessment and review of prior evaluation data, are the focus of the principal's Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.
- **Professional Development Plan** – The individualized plan for professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The only principals who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.
- **Professional Judgment** – An evaluator's ability to look at evidence and make an informed decision on a principal's performance without a set calculation in place. Evaluators will be trained on using professional judgment to make decisions.
- **Professional Practice** – Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Principal Effectiveness Rubric and conferences during which evaluators and principals may review additional materials.
- **Principal Effectiveness Rubric** – The Principal Effectiveness Rubric includes six competencies in two domains: Teacher Effectiveness and Leadership Actions.
- **Principal Student Learning Objective** – A long-term academic goal, developed collaboratively between principals and evaluators, set to measure student growth and/or achievement.
- **State Assessment** – State mandated assessment, e.g., ILEARN, ISTEP+, IREAD, IAM, and other assessments of a similar nature.
- **Student Learning** – Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a school's A-F Grade and accomplishment of Administrative Student Learning Objectives.
- **Sub-competency** – There are 23 sub-competencies distributed across the six competencies in the Principal Effectiveness Rubric. Each sub-competency is a discrete concept that is part of the overarching competency, but can be measured across the four levels of performance in the rubric.
- **Summative Conference** – A conference where the evaluator and principal discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data is not available until the summer (coinciding with the Beginning-of-Year Conference).
- **Summative Rating** – The final summative rating is a combination of a principal's Professional Practice rating and the measures of Student Learning. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Principal Evaluation Timeline

Initial Conference
- o Participants: Evaluator and Principal (Assistant Principal)
- o Timeline: Within the first 30 days of school
- o Details:

    ▪ Discussion of the principal's prior year performance

    ▪ Review of the principal's Student Learning Objectives (SLO's)

    ▪ Understanding of the focus areas for the evaluation

    ▪ Timeline for the two (2) observations

Mid-Year Conference
- o Participants: Evaluator and Principal (Assistant Principal)
- o Timeline: Prior to the end of Quarter 2
- o Details:

    ▪ Review of the principal's Student Learning Objectives (SLO's)

    ▪ Discussion of current performance/progress

Year-End Conference
- o Participants: Evaluator and Principal (Assistant Principal)
- o Timeline: During Quarter 4
- o Details:

    ▪ Review the performance on all of the competencies of the Principal Effectiveness Rubric

    ▪ If available, review data supporting the accomplishment of the SLOs

    ▪ Depending on when all the data necessary for assigning a summative rating are available, either the Initial or Year-End conference will also serve as a summative conference. This is when the evaluator shares his/her summative rating of the principal (assistant principal), reviewing the principal's areas of strengths and development for the year.

    ▪ Discussion of future assignments/status of employee

Component 1: Professional Practice

Principal Effectiveness Rubric (PER)

Domains

The rubric is divided into two domains – (1) Teacher Effectiveness and (2) Leadership Actions. Discrete competencies within each domain target specific areas upon which effective principals must focus.

- Domain 1: Teacher Effectiveness
    o 1.1 Human Capital Manager
    o 1.2 Instructional Leadership
    o 1.3 Leading Indicators of Student Learning
- Domain 2: Instruction
    o 2.1 Personal Behavior
    o 2.2 Building Relationships
    o 2.3 Culture of Achievement

Collecting Data

In order to accurately and comprehensively assess principal practice on the Principal Effectiveness Rubric, evaluators should collect four types of evidence:

1. Direct observation – This involves observing the principal undertaking a wide range of possible actions (e.g., leading professional development sessions, debriefing with a teacher about a classroom observation, leading a data team meeting or a meeting to discuss next steps to support a struggling student, visiting classrooms, meeting with students individually or addressing groups of students, meeting with parents, board reports, etc.).
2. Indirect observation – This involves observing systems that clearly result from the principal's work but may operate without the principal present (e.g., grade level or department planning meetings, peer coaching sessions, visiting classrooms, teacher PD participation, etc.).
3. Artifacts – This involves reviewing written records of a principal's work (e.g., the school improvement plan, the master schedule, coaching records, teacher evaluation reports, etc.). Artifacts are often collected by the principal him/herself as part of the evaluation process.
4. Data – This involves reviewing concrete results of a principal's work, including both leading indicators and direct evidence of student performance (e.g., interim assessment results, attendance and discipline data, and stakeholder survey results).

Principal supervisors must <u>directly</u> observe principals at least two (2) times over the course of the year, for at least 30 minutes per visit. Observations may be announced or unannounced and evaluators may choose to use their visits as an opportunity to collect other evidence, including indirectly observing key systems that the principal has established. After each required observation, the evaluator must, within five (5) school days, provide written and oral feedback to the principal on what was observed, and how evidence maps to the rubric. Evaluators should treat these observation requirements as a bare minimum and strive to observe principal practice – directly and indirectly – significantly more.

Scoring the Rubric

At the end of the year, evaluators must determine a final principal effectiveness rubric rating and discuss this rating with principals during the end-of-year conference. Assessing a principal's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how principals lead, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages.

Evaluators must use professional judgment when assigning a principal a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which a principal's practice grew over the year, the principal's response to feedback, how the principal adapted his or her practice to the current situation, and the many other appropriate factors that cannot be directly accounted for in the Principal Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Principal Effectiveness Rubric and the specific context of a principal's school and students.

The final principal effectiveness rating will be calculated by the evaluator in a four step process:

1. Compile ratings and notes from multiple observations and other sources of evidence
   - At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. They will need to devote time to reviewing all of these materials.
2. Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)
   - After collecting adequate evidence at the sub-competency level, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. At this point, the evaluator should have ratings for 6 competencies, as shown in this example:

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement
Competency Ratings	2 (IN)	3 (E)	3 (E)	3 (E)	2 (IN)	1 (IE)

3. Use each competency rating and professional judgment to establish final ratings for each domain: Teacher Effectiveness and Leadership Actions
   - It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year. At this point, the evaluator should have combined ratings for 2 domains, as shown in this example:

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement
Competency Ratings	2 (IN)	3 (E)	3 (E)	3 (E)	2 (IN)	1 (IE)
Domain Ratings	**3 (E)**			**2 (IN)**		

4. Average the two domain ratings into one final practice score
   - At this point, two final domain ratings are summed and divided by two (since they are of equal weight) to form one score.
     - (3 + 2) / 2 = 2.5
     - 2.5 is the final rubric/professional practice score
   - This final rubric/professional practice score is placed in the table below to convey a professional practice rating. In this case the rating of 2.5 translates to Improvement Necessary.

Principal Effectiveness Rubric	Category		Points
	HE	Highly Effective	4
	E	Effective	3 or 3.5
	IN	Improvement Necessary	2 or 2.5
	IE	Ineffective	1 or 1.5

The final, raw professional practice score feeds in to a larger calculation for an overall summative rating including school wide measures of student learning.

Component 2: Student Learning

Measures of Student Learning

Achievement

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

- Achievement is a set point or "bar" that is the same for all students, regardless of where they began

Growth

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- Growth differentiates mastery expectations based upon baseline performance.

Based on these criteria, RISE includes two student learning categories in the evaluation of principals: (1) A-F Accountability Grade and (2) Administrative Student Learning Objectives. Each is described below.

A-F Accountability Grade

As building leaders, principals are responsible for increasing student performance in all subject areas and, where relevant, maintaining high performance levels. Indeed, research consistently points to principals as second only to teachers among in-school influences on student achievement. In measuring student growth and achievement for principal evaluation, this instrument fully aligns with the state's accountability system for schools. This has the very significant benefit of focusing principals' attention on the same student learning issues when considering school improvement as when considering their own evaluation. Specifically, principals will have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's A-F accountability model. The A-F accountability model is based on several metrics of school performance, including the percent of students passing the math and language portions of Indiana's high stakes tests as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).The school A-F grades are calculated at the state-level and returned to the schools. For detailed information about the A-F accountability model, visit the IDOE website (http://www.doe.in.gov).

As shown in the table below, principals in schools earning an A will earn a 4 on this measure; principals in a B school will earn a 3; principals in a C school receive a 2; and principals who work in either a D or F school earn a 1 on this measure.

A-F Grade	Category		Points
A	HE	Highly Effective	4
B	E	Effective	3
C	IN	Improvement Necessary	2
D or F	IE	Ineffective	1

Principal Student Learning Objectives (SLO)

A key role of school leaders is to distill student performance data into a small set of ambitious but attainable student learning goals for their schools. Effective leaders work with their corporations and leadership teams to set these goals and they develop a rigorous school-wide assessment system (including but not limited to state tests) to measure their progress toward these goals.

In support of this, principals will also establish Principal Student Learning Objectives (SLOs) for themselves. Given a principal's role, these Principal SLOs can be highly similar – even identical in some cases – to the goals set for the school. While the A-F Accountability Grade represents an index of performance across multiple areas, Principal SLOs allow for principals to be assessed against their priority areas of growth in student learning.

Principals set two (2) Principal Student Learning Objectives at the beginning of the year and are measured by their progress against these objectives.

The process for setting Principal Student Learning Objectives should follow five general steps:

1. Review Data, District Goals, and School Goals
2. Determine Appropriate Measures
3. Write Principal Student Learning Objectives
4. Track Progress and Refine Strategies
5. Review Results

Each of these steps is described below:

Review Data, District Goals, and School Goals
- Review summative student achievement data (i.e., A-F grade, ISTEP/ILEARN/ECA data, subgroup performance, and other relevant data) and district learning priorities.
- The goals in the school improvement plan should be a starting point for setting the principal's SLOs.

Determine Appropriate Measures
- Some possible student learning data sources around which a principal may set goals include: WIDA, IAM, ILEARN, mCLASS, ECAs, common local assessments in social studies or science, other non-state mandated assessments (NWEA, etc.), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, and graduation rate. Principals and evaluators are strongly encouraged to carefully assess the rigor of available measures and to use measures well suited for evaluation purposes. One caution is to avoid measures that are explicitly designed for formative student assessment, since adding stakes to such assessments can work at cross purposes to their intended use.
- Examples of data sources that are not considered as "student learning" measures include: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

Write Principal Student Learning Objectives
- A Principal SLO is a long-term academic "SMART" goal that principals and evaluators set

for groups of students. There is discretion in the content of the objective, so long as it meets these criteria:

- o Must be measurable
- o Must be collaboratively set by the principal and evaluator
- o May be district or school based
- o Must be based on student learning measures (student data)
- o Can be growth/improvement or achievement
- o May be based on the whole school population or subgroup populations

● Using and extending the requirements above, principals should be able to answer these groups of questions affirmatively about each of their SLOs:

- o Is the SLO driving toward the same student learning outcomes that are spelled out in the school improvement plan? Do the school's baseline data suggest that the right groups of students are targeted for improvement or achievement?
- o Does the SLO name the specific assessment tool that will be used to measure student learning and is that assessment tool available to my school? Will I be able to track progress during the year?
- o Do I know what strategies will be implemented in order to get the kind of improvement or achievement that is articulated in the SLO, and, as a result, would I characterize the SLO as ambitious and attainable?

● Once the principal writes his/her SLOs, the evaluator must review and approve them. In addition to asking the principal the same three groups of questions noted above, the evaluator should come to agreement with the principal about what it means to "meet," "not meet," and "exceed" each SLO.

● Example:

Principal SLO	At least 20 out of 35 English Learner students in grades 3-6 will increase one or more proficiency levels on the WIDA assessment.
Exceeds	**30 or more** English Learner students increase by the amount specified
Meets	**Between 20 and 29** English Learner students increase by the amount specified
Does not meet	**Fewer than 20** English Learner students increase by the amount specified

Track Progress and Refine Strategies

● It is the principal's responsibility to track the data relevant to his/her SLOs and refine his/her leadership strategies accordingly. At the same time, evaluators should take opportunities to review progress on the SLOs during post-observation conferences and/or optional mid-year conferences. Central to this is a regular review of interim and formative data, which should be a part of the ongoing dialogue between a principal and an evaluator.

Review Results

● As shown in the table below, principals who exceed both goals earn a 4 on this measure; principals who meet both goals earn a 3; principals who meet one goal but not the other receive a 2; and principals who meet neither goal earn a 1 on this measure.

● Example:

Expectation	Category	Points
Exceeds both goals	Highly Effective	4
Meets both goals, may exceed one	Effective	3
Meets only one goal	Improvement Necessary	2
Meets neither goals	Ineffective	1

Summative Principal Evaluation Scoring

Review of Components

Each principal's summative evaluation score will be based on the following components and measures:

1. Professional Practice: Principals receive a summary rating on their practice as judged against the Principal Effectiveness Rubric. The final, raw rubric score is used in the summative scoring process.
2. Student Learning: Principals receive two (2) student learning ratings
   a. One (1) based on their A-F Accountability Grade
   b. One (1) based on their Principal Student Learning Objectives (SLOs)

The table below shows the points associated with each performance level on each measure.

Principal Effectiveness Rubric	Category	Points
	Highly Effective	4
	Effective	3 or 3.5
	Improvement Necessary	2 or 2.5
	Ineffective	1 or 1.5
A-F Grade	Category	Points
A	Highly Effective	4
B	Effective	3
C	Improvement Necessary	2
D or F	Ineffective	1
Principal SLOs	Category	Points
Exceeds both goals	Highly Effective	4
Meets both goals, may exceed one	Effective	3
Meets (or exceeds) only one goal	Improvement Necessary	2
Meets neither goals	Ineffective	1

Weighting of Measures

For principals, Professional Practice (50%) and Student Learning (50%) are equally weighted, a recognition that effective practice and strong student learning results are both essential features of successful leadership.

Principal Evaluation Plan Metrics
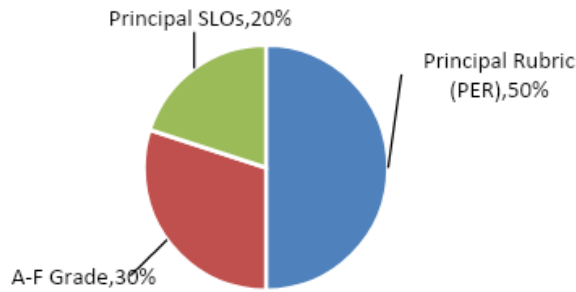
Within the student learning portion, the A-F Accountability Grade (30%) is weighted more heavily than the Principal Student Learning Objective Portion, a recognition of a principal's central responsibility in driving higher levels of student achievement school-wide. To arrive at a comprehensive effectiveness rating, the individual scores on the Principal Effectiveness Rubric, A-F Accountability Grade, and Principal Student Learning Objectives are multiplied by their respective weights and summed.

Below is an example of the weights applied for a principal who

- receives ratings of "Effective" on one domain of the rubric and "Improvement Necessary" on the other → Rubric rating = 2.5
- has a "B" grade on the state accountability system → A-F rating = 3
- meets one Principal SLO but not the other → Principal SLO rating = 2

Example Summative Scoring Chart

	Raw Score	Weight	Score
Rubric Rating	2.5	0.50	1.25
A-F Accountability Grade	3	0.30	0.90
Principal SLO Rating	2	0.20	0.40
		Comprehensive Effectiveness Rating	2.55

This final weighted score is then translated into a rating on the following scale.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.00 – 1.99	2.00 – 2.99	3.00 – 3.59	3.60 – 4.00
Note: Borderline points always round down to the nearest hundredth			

The score of 2.55 (from the example above) maps to a summative rating of "Improvement Necessary." Evaluators should meet with principals in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided. The summative conference may occur at the end of the school year in the spring, or when principals return in the fall, depending on the availability of data.

PRINCIPAL EVALUATION PLAN

FORMS

2022-2023

Student Learning Objectives Form (SLO)

Principal: _____   Building: _____

Evaluator: _____   Date: _____

Student Learning Objective 1		
Measures to be used		
CRITERIA		
Exceeds	Meets	Does not meet

Student Learning Objective 2		
Measures to be used		
CRITERIA		
Exceeds	Meets	Does not meet

To be completed when data is available

Evaluator's initials:	Final SLO 1 Raw Score		SLO 1 Rating (circle one)	Exceeded	Met	Did Not Meet
Principal's initials:	Final SLO 2 Raw Score		SLO 2 Rating (circle one)	Exceeded	Met	Did Not Meet

Observation Mapping Form

Note: It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations per evaluator preference.

SCHOOL: _____   EVALUATOR: _____

PRINCIPAL: _____   OBSERVATION SETTING: _____

DATE OF OBSERVATION: _____   START TIME: _____   END TIME: _____

1.1 HUMAN CAPITAL MANAGER	
Evidence	Indicator

1.2 INSTRUCTIONAL LEADERSHIP	
Evidence	Indicator

1.3 LEADING INDICATORS OF STUDENT ACHIEVEMENT	
Evidence	Indicator

2.1 PERSONAL BEHAVIOR	
Evidence	Indicator

2.2 BUILDING RELATIONSHIPS	
Evidence	Indicator

2.3 CULTURE OF ACHIEVEMENT	
Evidence	Indicator

Overall Strengths:	Overall Areas for Improvement:

Mid-Year Conference Form

Note: Mid-year check-in conferences are helpful for evaluators to assess what information still needs to be collected, and for principals to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

SCHOOL: _____   EVALUATOR: _____

PRINCIPAL: _____   DATE: _____

Domain 1: Teacher Effectiveness	Mid-Year Assessment of Domain 1
1.1 Human Capital Manger 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	
Mid-Year Rating (circle one)	4 (HE) 3 (E) 2 (IN) 1 (IE)
Domain 1: Teacher Effectiveness	**Mid-Year Assessment of Domain 2**
1.1 Human Capital Manger 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	
Mid-Year Rating (circle one)	4 (HE) 3 (E) 2 (IN) 1 (IE)

Principal Evaluation Rubric
Domain 1: Teacher Effectiveness
Sub-competency: Human Capital Manager

Competency	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
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.	_____
Comments:					
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.	_____
Comments:					

Domain 1 – *Human Capital Manager continued*

Competency	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
1.1 Human Capital Manager (con't)					
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.	_____
Comments:					
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.	_____
Comments:					

Domain 1 – *Human Capital Manager continued*

Competency	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
1.1 Human Capital Manager (con't)					
1.1.5 Delegation	**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 does not 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.	_____
Comments:					
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 does not 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.	_____
Comments:					

Domain 1 – *Human Capital Manager continued*

Competency	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
1.1 Human Capital Manager (con't)					
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.	_____
Comments:					
				1.1 TOTAL Raw Score (28 possible)	
				1.1 AVERAGE (Total Raw Score ÷ 7)	

Principal Evaluation Rubric
Domain 1: Teacher Effectiveness
Sub-competency: Instructional Leadership

Competency	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
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.	**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.	_____
Comments:					
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.	**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.	_____
Comments:					

Domain 1 – *Instructional Leadership continued*

Competency	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
1.2 Instructional Leadership (con't)					
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; ●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.	_____
Comments:					
				1.2 TOTAL Raw Score (12 possible)	
				1.2 AVERAGE (Total Raw Score ÷ 3)	

Principal Evaluation Rubric
Domain 1: Teacher Effectiveness
Sub-competency: Leading Indicators of Student Learning

Competency	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
1.3 Leading Indicators of Student Learning					
1.3.1 Planning and Developing Student Learning Objectives	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** ●Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; ●Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; ●Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; ●Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; ● Revisiting the use and design of teacher and school-wide tracking tools.	**Principal supports the planning and development of Student Learning Objectives (SLOs) by:** ●Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; ●Collaborating with teachers to identify standards or skills to be assessed; ●Collaborating with teachers to develop/select assessments to evaluate overall student progress; ●Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take starting points into account; ●Systematically working with teachers to revisit SLOs throughout the year; ●Utilizing a tracking tool to monitor school-wide progress on SLOs; ● Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	**Principal supports the creation of Student Learning Objectives (SLOs) by:** ●Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; ●Occasionally collaborating with teachers to identify standards or skills to be assessed; ●Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; ●Working with teachers only occasionally throughout the year to measure progress towards goals; ● Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	**Principal does not support the creation of Student Learning Objectives by:** ●Failing to organize/provide opportunities for teacher collaboration; ●Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; ●Not meeting with teachers throughout the year to look at progress towards goals.	_____
Comments:					
1.3.2 Rigorous Student Learning Objectives	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** ●Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; ● Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	**Principal creates rigor in SLOs by:** ●Ensuring teachers' SLOs define desired outcomes; ●Ensuring assessments used correspond to the appropriate state content standards; ●Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; ●Ensuring an analysis of previous year's student data is included in the development of SLOs; ● Ensuring SLOs are focused on demonstrable gains in students' mastery of	**Principal creates rigor in SLOs by:** ●Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; ●Assessing baseline data that may not be effectively used to assess students' starting points; ● Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	**Principal does not create rigor in SLOs by:** ●Allowing for outcomes to be benchmarked to less than typical growth; ●Failing to assess baseline knowledge of students; ● Failing to select assessments that are appropriately aligned to content standards.	_____

		academic standards as measured by achievement and/or growth.			

Domain 1 – *Leading Indicators of Student Learning continued*

Comments:

Competency	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
1.3 Leading Indicators of Student Learning					
1.3.3 Instructional time	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** ● Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** ●Removing all sources of distractions of instructional time; ●Promoting the sanctity of instructional time; ● Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** ●Removing major sources of distractions of instructional time; ●Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc.; ● Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal <u>does not</u> support instructional time by:** ●Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; ●Rarely or never promoting the sanctity of instructional time; ● Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.	_____

Comments:

1.3 Leading Indicators of Student Learning TOTAL Raw Score (12 possible)	
1.3 Leading Indicators of Student Learning AVERAGE (Total Raw Score ÷ 3)	

Principal Evaluation Rubric
Domain 2: Leadership Actions
Sub-competency: Personal Behavior

Competency	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
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.	_____
Comments:					
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.	_____
Comments:					
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	**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.	_____

	are kept informed of actions taken based on that feedback.			

Domain 2 – *Personal Behavior continued*

Comments:

Competency	**(4)** **Highly Effective**	**(3)** **Effective**	**(2)** **Improvement Necessary**	**(1)** **Ineffective**	Score
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 <u>does not</u> 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.	_____
			2.1 Personal Behavior TOTAL Raw Score (16 possible)		
			2.1 Personal Behavior AVERAGE (Total Raw Score ÷ 4)		

Principal Evaluation Rubric
Domain 2: Leadership Actions
Sub-competency: Building Relationships

Competency	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
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.	_____
Comments:					
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.	_____
Comments:					

Domain 2 – *Building Relationships continued*

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.	_____
Comments:						
			2.2 Building Relationships TOTAL Raw Score (12 possible)			
			2.2 Building Relationships AVERAGE (Total Raw Score ÷ 3)			

Principal Evaluation Rubric
Domain 2: Leadership Actions
Sub-competency: Culture of Achievement

Competency	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
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 does not 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. ● Attributing poor performance to external influences (making excuses).	_____
Comments:					
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 has not 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.	_____
Comments:					

Domain 2 – *Leadership Actions continued*

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 does not utilize data by: ●Rarely or never organizing efforts to analyze data; ● Rarely or never applying data analysis to develop action plans.	_____
Comments:						
			2.3 Culture of Achievement TOTAL Raw Score (12 possible)			
			2.3 Culture of Achievement AVERAGE (Total Raw Score ÷ 3)			

Principal Summative Rating Form

SCHOOL: _____   EVALUATOR: _____

PRINCIPAL: _____   DATE: _____

Principal Effectiveness Rubric Scoring

Domain 1 Teacher Effectiveness	Competency Averages	Domain Rating	Final Assessment of Domain 1 (Comments)
1.1 Human Capital Manager	1.1 _____	Domain 1 Rating	
1.2 Instructional Leadership	1.2 _____		
1.3 Leading Indicators of Student Learning	1.3 _____	_____	
	Round to 2 decimal places	Sum of Averages ÷ 3	
Domain 2 Leadership Actions	**Competency Averages**		**Final Assessment of Domain 2 (Comments)**
2.1 Personal Behavior	2.1 _____	Domain 2 Rating	
2.2 Building Relationships	2.2 _____		
2.3 Culture of Achievement	2.3 _____	_____	
	Round to 2 decimal places	Sum of Averages ÷ 3	

Domain 1 Rating	+	Domain 2 Rating	=	Combined Rating	÷ 2	**Final Rating**
	+		=		÷ 2	

Student Learning Scoring

A-F Accountability Grade	
Grade (A, B, C, D, F)	Points (A = 4, B = 3, C = 2, D or F = 1)
Principal SLO	
SLO 1 Rating (circle one)	Exceeded Met Did Not Meet
SLO 2 Rating (circle one)	Exceeded Met Did Not Meet
Points	
Key for Points: Exceeded both = 4; Met both = 3; Met only one = 2; Met neither = 1	

Final Rating

	Raw Score	x	Weight	Score
Rubric Rating			0.50	
A-F Accountability Grade (DOE)			0.30	
Principal SLO Rating			0.20	
			Comprehensive Effectiveness Rating	

Final Summative Evaluation Score: _____

Use chart below and the Final Summative Evaluation Score to determine the principal's final rating.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.00 – 1.99	2.0 – 2.99	3.00 – 3.59	3.60 – 4.00
Note: Borderline points always round down to the nearest hundredth			

Final Summative Rating:

☐ Ineffective   ☐ Improvement Necessary

☐ Effective   ☐ Highly Effective

Principal Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____   Date: _____

Evaluator Signature

I have met with this Principal to discuss the information on this form and have provided a copy.

Signature: _____   Date: _____

EVALUATION PLAN

SUPERINTENDENT

2022-2023

SUPERINTENDENT EVALUATION PLAN

Philosophy

This evaluation is formative in substance, identifying areas where job performance can be improved through intentional activities that support and enhance the superintendent's job performance. The evaluation is not simply a summative review of what did or did not happen according to plans. Consequently, it is important to allow for some flexibility in the process, remembering to differentiate between those goals that can are reasonably expected to be achieved and those goals that are more subject to circumstances beyond the superintendent's ability to control.

The school board should strive to accomplish the following objectives through the evaluation process:
1. To clarify the superintendent's role as seen by the board;
2. To develop a harmonious working relationship between the board and the superintendent;
3. To encourage job performance improvement and development; and
4. To establish goals and objectives for the future.

Strengthening the board/superintendent relationship is vital to the continuing health and productive performance of a school system's leadership team. Consequently, the superintendent should be an active participant in the evaluation as well as establishing the performance goals and a method of monitoring and reporting his or her progress to the board at regular intervals throughout the year.

Process

The Superintendent Evaluation Process has three primary components:
1. The Evaluation Rubric
2. Superintendent Goals and/or Objectives (Minimum of two per year)
3. The Corporation Accountability Grade (A – F)

Metrics

The evaluation metrics percentages represent the weight that is to be given to each of the three evaluation categories: the rubric, goals and/or objectives, and corporation accountability grade. The greater weight of evaluation should always be placed in the rubric and no category should be weighed at 0% of the total.

It is important for the board and the superintendent to spend time discussing the merits of each category to arrive at a defensible position for the weight that will be applied to each category.

The Evaluation Rubric

The rubric consists of 25 questions distributed within the six primary categories reflected in "Indiana Content Standards for Educators: School Leader – District Level." Each of the six categories has between two and six indicators that describe a specific performance to be evaluated. Next to each indicator, there are four performance descriptions: Highly Effective, Effective, Needs Improvement, and Ineffective,

which describe varying levels of performance.

The board member reads the indicator and, after reviewing the objective evidence of performance provided by the superintendent in his or her annual performance portfolio, marks the appropriate level of performance on the corresponding Rubric Rating Form.

Performance-Based Goals / Objectives

It is extremely important that everyone is working toward the same goals. Consequently, it is critical that the superintendent be involved throughout the process of setting his or her annual performance-based goals. After performance objectives have been jointly identified, the superintendent will draft a set of goals to meet those objectives.

Objectives and/or goals are to be:
1. Written
2. Measurable
3. Attainable
4. Established with reasonable time-frames for completion

The superintendent will report his or her progress at various intervals throughout the year; however, a summary report should be prepared for the board prior to the annual evaluation.

A minimum of two goals and/or objectives are required per evaluation cycle, with the option of establishing up to six. Each goal and/or objective is evaluated as Highly Effective, (exceeding its target), Effective, (met its target), Needs Improvement, (met a portion of its target), Ineffective, (failed to meet its target), after which it is scored based on a scale of 1-4, with 4= Highly Effective, 3= meeting all targets, perhaps exceeding in some, 2= meeting half of the targets, and 1= meeting less than half of the targets.

It is important that the goals and/or objectives and their measurement criteria be defined sufficiently to eliminate any subjectiveness in the assessment regarding completion or progress to completion. Vague goals and/or objectives, or insufficient milestones to mark progress towards completion, will hinder the process and drive subjectiveness into the evaluation that will make scoring difficult, if not impossible, to justify.

Board members will individually complete the Superintendent Goals / Objectives Form and then use the Superintendent Goals / Objectives Worksheet to compute a summative rating for each goal based upon the average of all board members' scores. The score is then entered into the Superintendent Summative Rating Form.

Corporation Accountability Grade

The accountability grade is the overall corporation's overall grade in English and Math achievement as assigned by the IDOE. This grade appears as an "A" through "F" and each grade has a corresponding point value (A=4, B=3, C=2, D=1, F=0). These point values identify a corporation's overall grade, A – F and these points are available from the IDOE in August of each year for the previous year's progress. Consequently, while the Rubric and Goals and Objectives categories can be assessed earlier, the final evaluation rating will have to wait until the Accountability Grade is available to add to the overall evaluation rating.

When the accountability grade is available, it is to be entered into the Superintendent Summative Rating Form.

The Evaluation Schedule

The frequency of evaluation has been defined by statute to be annually, but the actual time of the year can be set to a mutually satisfactory time that appropriately aligns with the board's and superintendent's schedules.

The following are the steps to be included in the evaluation timeline:

Step 1

- The board and superintendent meet at the beginning of the evaluation period to establish the process percentages for the evaluation instrument, the corporation accountability grade, and the superintendent's goals and/or objectives. The combined total must equal 100%, but the percentages of each are to be determined locally between the school board and the superintendent.

- Once established, the board president enters these percentages into the weight category of the Superintendent Summative Rating Form.

Step 2

- The board president provides each member with a rubric score sheet

- The superintendent delivers his or her performance portfolio to the board for their reference in completing the rubric score sheet.

Step 3

- The board president inputs the information into the General Data worksheet of the Excel Process Analysis Workbook.

- The board president collects the individual members' rubric score sheets and inputs their results into the Indicator Summary and Supt. Goals and Objectives worksheets in the Excel Process Analysis Workbook.

Step 4

- The board president inputs the school corporation's accountability grade into the Accountability Grade worksheet in the Excel Process Analysis Workbook. (Note: this grade is not available from the Indiana Department of Education until August (or later) of each year.)

Step 5

- The board president prints the Evaluation Summary worksheet of the Excel Process

- All board members sign the completed assessment.

Step 6

- The superintendent is presented with the evaluation summary a minimum of one week prior to the evaluation meeting with the school board.

Step 7

- The board and superintendent meet in executive session (if desired) to provide clarification or ask any questions regarding the superintendent's performance.

- A copy of the evaluation is placed in the superintendent's file.

It is understood that the evaluation process has been the topic of a thorough discussion between the superintendent and the school board at the beginning of the year or the period to be evaluated.

SUPERINTENDENT EVALUATION PLAN FORMS

2022-2023

Superintendent Rubric

	Indicator	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.						
1.1	**The Superintendent effectively recruits, hires, assigns, and retains school leaders.**	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilize throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent routinely considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.	_____
1.2	**The superintendent creates a professional development system for school leaders based on strengths and needs.**	The superintendent has in place a system of professional development that is based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.	Some effort has been made to provide professional development to meet the needs of individual administrators.	The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs.	_____
1.3	**The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.**	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities. Administrators throughout the corporation refer to the superintendent as a mentor.	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.	The superintendent has provided some training to an emerging school leader.	There is no evidence of effort to develop any leadership skills in others.	_____
1.4	**The superintendent provides evidence of delegation and trust in subordinate leaders.**	Employees throughout the corporation are empowered to do their jobs. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees are not utilized in leadership roles within the organization.	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment.	_____
1.5	**The superintendent provides formal and informal feedback to the administrative team with the**	The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis.	The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance.	The superintendent provides the minimum required formal feedback to the administrative team. Informal feedback is	The superintendent provides no informal or formal feedback to the administrative team.	_____

	Indicator	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
	exclusive purpose of improving individual and organizational performance.	The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition. The superintendent balances individual recognition with team and corporation-wide recognition. Informal and formal positive feedback is linked to corporation goals.		occasionally provided.		
	**2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.**					
2.1	**The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.**	The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis. The superintendent has coached school administrators to improve their data analysis skills.	The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis. The superintendent systematically examines data to find strengths and weaknesses. The superintendent empowers teaching and administrative staff to determine priorities from data. Data analysis is regularly the subject of faculty meetings and professional development sessions.	The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data.	The superintendent does not utilize data to make decisions.	_____
2.2	**The superintendent demonstrates evidence of student improvement through student achievement results.**	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each sub group. Data analysis from prior years indicates that the superintendent has focused on improving performance. The superintendent aggressively establishes continuous growth standards moving performance to the exemplary level.	The superintendent reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each sub group of students.	Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.	The superintendent takes no responsibility for the data outcomes. The superintendent does not believe that student achievement can improve. The superintendent has not taken decisive action to improve student achievement.	_____
2.3	**The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.**	The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.	_____
	**3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.**					
3.1	**The**	The superintendent is an	On a regular basis the	Occasionally the	The superintendent does not	_____

	Indicator	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
	superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	exemplary model of appropriate professional behavior and expects like treatment.	superintendent displays appropriate professional behavior.	superintendent has not displayed appropriate professional behavior	display appropriate professional behavior.	
3.2	**The superintendent organizes time and prioritizes tasks for effective leadership.**	The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation. The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.	The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels. Most tasks are managed and completed by the superintendent on a timely basis.	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	Tasks are managed in a haphazard fashion. There is little or no evidence of established or achieved milestones or deadlines.	_____
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.						
4.1	**The superintendent actively engages in communication with parents and community.**	There is clear evidence of communication with parents and the community. Survey data is utilized to measure parents and community members' viewpoints of educational objectives. The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.	There is some evidence of communication with parents and the community. The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships. The superintendent assumes leadership roles in community organizations.	School/community communications are not initiated by the superintendent. The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships. The superintendent occasionally participates in community organizations but does not become actively involved.	The superintendent does not identify groups and potential partners within the community. The superintendent fails to ensure that parent and community activities are conducted. The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.	_____
4.2	**The superintendent forges consensus for change and improvement throughout the school corporation.**	The superintendent uses effective strategies to achieve a consensus for change and improvement. The superintendent guides others through change and addresses resistance to that change. The superintendent systemically monitors, implements and sustains the strategies for change.	The superintendent uses effective strategies to work toward a consensus for change and improvement. The superintendent directs change and improvement processes securing the allies necessary to support the change effort. . The superintendent monitors, implements and sustains the strategies for change.	The superintendent occasionally identifies areas where consensus is necessary. Areas of change that are identified as needing consensus has yet to implement a process for change and improvement. Strategies for change are not implemented and unsuccessful in securing cooperation.	The superintendent fails to forge consensus for change. Fails to identify areas in which agreement and/or consensus is necessary. Rarely or never develops a process for change and/or improvement. Rarely or never seeks feedback or secures cooperation.	_____
4.3	**The superintendent understands the**	The superintendent consistently employs a variety of strategies to resolve	The superintendent resolves conflicts and forges consensus within the school community	The superintendent employs a limited number of strategies to resolve conflicts and forge	The superintendent fails to resolve conflicts or forge consensus within the school	_____

	Indicator	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
	role of the superintendent in engaging the public in controversial issues.	conflicts and forge consensus within the school community. The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.	in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.	consensus within the school community with limited success.	community.	
4.4	**The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.**	The superintendent communicates with all school members routinely, using a variety of methods.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members only on an emergency basis.	The superintendent has minimal communication with the school board outside of meetings.	_____
4.5	**The superintendent encourages open communication and dialogue with school board members.**	The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged. The superintendent engages in open discussion with the school board on a consistent basis.	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.	_____
4.6	**The superintendent provides the school board with a written agenda and background material before each board meeting.**	The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals. Complete and thorough background material is provided so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals. Adequate background material is provided to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals. Limited background material is provided.	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.	_____
5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.						
5.1	**The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student.**	The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent guides the administrative team in an annual analysis of school and corporation performance. Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data.	The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance. Limited data sources are used to develop goals which are not focused or measurable. Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data.	The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance. No data sources are used to develop goals. The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.	_____
5.2	**The**	The superintendent regularly	The superintendent has	The superintendent has	The superintendent has no	_____

	Indicator	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
	superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board. These rigorous academic goals are shared throughout the school community through multiple communication systems.	presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation's programs. Approved goals by the board are shared and available for the entire community.	occasionally made some reference to academic goals and school improvement priorities. There are some goals established but none that were approved by the board.	goals and no school improvement priorities established for the corporation.	
5.3	**The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.**	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.	_____
5.4	**The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.**	The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home.	The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	The superintendent does not set expectations or provide resources for administrators to regularly communicate with families on ways to facilitate their children's learning at school and home.	_____

6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

	Indicator	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
6.1	**The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.**	Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions. Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from various sources are referenced in all decisions. Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from limited sources are referenced in some decisions. Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Data is rarely used for decisions. Most decisions are made based on personal viewpoints or what is popular at the time.	_____
6.2	**The superintendent demonstrates personal proficiency in technology implementation**	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as	The superintendent consistently utilizes technology within his/her daily responsibilities. The superintendent demonstrates effort toward serving as a model for	The superintendent occasionally utilizes technology within his/her daily responsibilities. There is little or no evidence of the superintendent taking a personal initiative to learn	The superintendent has limited use of technology within his/her daily responsibilities. The superintendent does not serve as a model for	_____

	Indicator	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Score
	and utilization.	a model for technology implementation.	technology implementation.	new technology.	technology implementation.	
6.3	The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).	The superintendent ensures there are updated procedures in place to address the safety of students and staff. The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff. The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place.	The superintendent has minimal procedures in place to address the safety of students and staff. The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. There are occasional, unscheduled reviews of these procedures.	The superintendent has no procedures in place to address the safety of students and staff. The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.	_____
6.4	The superintendent provides responsible fiscal stewardship.	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.	The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities. Minimal data is produced to support reallocated resources.	The superintendent does not demonstrate sound, fiscal stewardship.	_____
6.5	The superintendent demonstrates compliance with legal requirements.	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.	The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.	The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.	_____

Superintendent Rubric Rating Form

1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.

Indicator	(4)	(3)	(2)	(1)	Category Score
1.1	☐	☐	☐	☐	
1.2	☐	☐	☐	☐	
1.3	☐	☐	☐	☐	
1.4	☐	☐	☐	☐	
1.5	☐	☐	☐	☐	
Score					

2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

Indicator	(4)	(3)	(2)	(1)	Category Score
2.1	☐	☐	☐	☐	
2.2	☐	☐	☐	☐	
2.3	☐	☐	☐	☐	
Score					

3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.

Indicator	(4)	(3)	(2)	(1)	Category Score
3.1	☐	☐	☐	☐	
3.2	☐	☐	☐	☐	
Score					

4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.

Indicator	(4)	(3)	(2)	(1)	Category Score
4.1	☐	☐	☐	☐	
4.2	☐	☐	☐	☐	
4.3	☐	☐	☐	☐	
4.4	☐	☐	☐	☐	
4.5	☐	☐	☐	☐	
4.6	☐	☐	☐	☐	
Score					

5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Indicator	(4)	(3)	(2)	(1)	Category Score
5.1	☐	☐	☐	☐	

	Indicator	(4)	(3)	(2)	(1)	Category Score
	5.2	☐	☐	☐	☐	
	5.3	☐	☐	☐	☐	
	5.4	☐	☐	☐	☐	
	Score					

6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Indicator	(4)	(3)	(2)	(1)	Category Score
6.1	☐	☐	☐	☐	
6.2	☐	☐	☐	☐	
6.3	☐	☐	☐	☐	
6.4	☐	☐	☐	☐	
6.5	☐	☐	☐	☐	
Score					

Superintendent Goals/Objectives Form

Individual goals/objectives are mutually identified by the superintendent and the school board and address local needs, focus on specific areas of school administration, or emphasize areas of personal growth and performance.

Guidelines:
1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Name: _____   **Year:** _____

Goal/Objective #1

Goal/Objective #2

(4)	(3)	(2)	(1)
Exceeds both goals	Meets both goals, may exceed one	Meets only one goal	Meets neither goal

Superintendent Signature _____   Date _____

Superintendent Summative Rating Form

SUPERINTENDENT: _____   SCHOOL YEAR: _____

	Raw Score	x	Weight	Final Score
Leadership Outcomes (Rubric Score)			0.60	
A-F Accountability Grade (Corp)			0.10	
Superintendent Goals/Objectives Rating			0.30	
			Comprehensive Effectiveness Rating	

Ineffective	Improvement Necessary	Effective	Highly Effective
1.00 – 1.99	2.0 – 2.99	3.00 – 3.49	3.50 – 4.00
Note: Borderline points always round down to the nearest hundredth			

Final Summative Rating:

☐	Ineffective	☐	Improvement Necessary	☐	Effective	☐	Highly Effective

Superintendent Signature

I have met with my school board to discuss the information on this form and have received a copy.

Signature: _____   Date: _____

School Board

_____   _____   _____   _____
President   Date   Secretary   Date

_____   _____   _____   _____
Vice President   Date   Assistant Secretary   Date

_____   _____
2nd Vice President   Date